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ABSTRACT

This guide is offered as a framework on which a comprehensive curriculum can be built. Within each subject area and grade level, skills have been identified at three instructional levels: basic, developmental, and extension. The study of political and economic systems, citizenship rights and responsibilities, and the foundations of the U.S. political system form the core of the civics and government course. United States history after 1865 is taught in grades 9 to 11. A contemporary history course emphasizes the years from World War II to the present. Economic decision making, economic systems, the market system, business cycles, and monetary and fiscal policies undergird the economics course. The global studies program stresses the commonalities, rather than the differences of people around the globe. The world cultures course provides an in-depth analysis of selected cultures from both the western and non-western countries. Five fundamental themes of location, place, interrelationships, movement, and regions provide the structure for the world geography course. The concepts of historical interpretation, cause and effect, time perspective, geographical perspective, and human experience structure the world history course. (SM)

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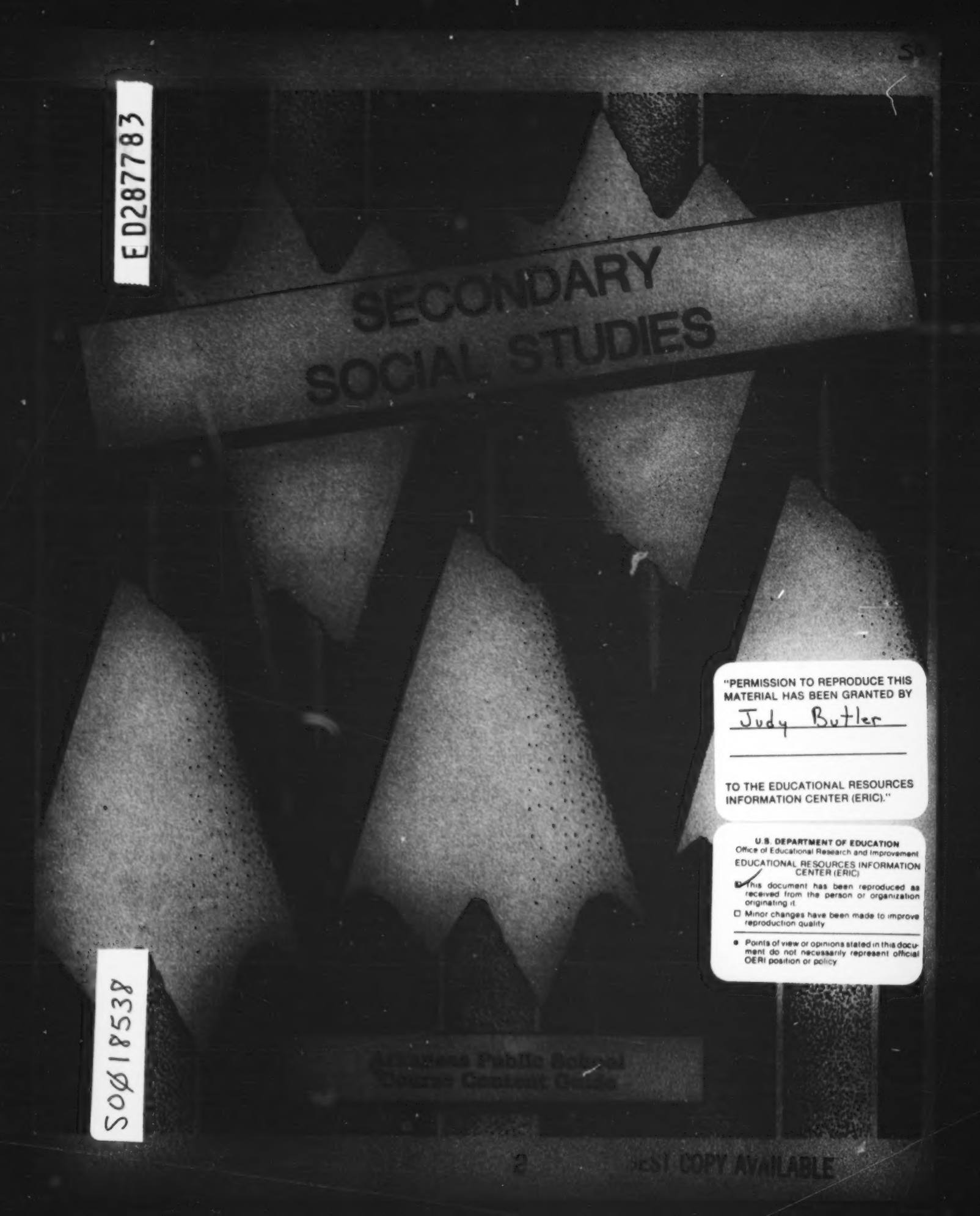

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CONTENTS

AMERICAN GOVERNMENT/CIVICS

AMERICAN HISTORY

CONTEMPORARY AMERICAN HISTORY

ECONOMICS

GLOBAL STUDIES

WORLD CULTURES

WORLD GEOGRAPHY

WORLD HISTORY

INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

American Government/Civics

Recommended Placement: GRADES 9-12

Theories of American government and the practicalities of American citizenship are integral parts of a whole and cannot be separated. Both are included in this guide. However, such a combination here does not preclude the existence of two separate courses, government and civics. This guide is designed to serve as the core of either course. Additions at the local level of more political and economic theory will yield a guide in keeping with traditional government courses. On the other hand, the addition of such topics as economic and business organizations, careers, family relations, social problems and conservation will produce what is commonly regarded as a civics curriculum. The offering of one unit (two semesters) of either government or civics will satisfy the Standards for Accreditation of Arkansas Public Schools (1984).

POLITICAL AND ECONOMIC SYSTEMS

Basic Skills

1.01 Recognize the basic principles of democracy. (respect for equality and for individual rights and freedoms; majority rule with respect for rights of the minority; compromise)
1.02 Distinguish among capitalism, socialism and communism.
1.03 Define: authoritarian government, autocracy, democratic government, government function, pure or direct democracy, representative democracy, oligarchy, sovereignty, state, totalitarian.

Developmental Skills

1.25 Name the four essential features of a state. (population, territory, sovereignty and government)
1.26 Distinguish between state and government.
1.27 Discuss the four major purposes of government. (maintain order, provide public services, provide national security, make binding decisions)
1.28 Classify governments as autocracies, oligarchies or democracies.
1.29 Discuss the role of government in each of the three major economic systems: capitalism, socialism and communism.

Extensions

1.75 Analyze the role of the citizen under each form of government.
1.76 Contrast the role of citizens in pure and in representative democracies.
1.77 Debate whether a state's sovereignty is challenged by an increasing global interdependence.

FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Basic Skills

2.01 Recognize that our political heritage is basically European in nature.
2.02 Recognize that we inherited two of our main principles of government from England: the principle of limited government and the principle of representative government.

2.03 Identify the basic rights of people asserted by the Declaration of Independence. (equality, life, liberty and the pursuit of happiness)
2.04 Recognize the theory of government asserted by the Declaration of Independence. (A just government rests on the consent of the people; the people have the right to abolish an unjust government.)
2.05 Recognize that the Articles of Confederation, our first national constitution, established a confederate form of government.
2.06 Recognize that our current constitution, begun in 1787, replaced the confederate form of government with a federal form.
2.07 Identify the Constitution as the foundation and framework of the government of the United States.
2.08 Describe the basic principles of the Constitution. (popular sovereignty, limited government, federalism, separation of powers, checks and balances)
2.09 List the parts of the Constitution. (preamble, articles, amendments)
2.10 Explain the importance of the amendment process. (establishes an avenue for changing the Constitution)
2.11 Identify the importance of the Bill of Rights to the individual. (serves as legal guarantee of personal liberty, protects people from government interference in certain areas)

Developmental Skills

2.25 Explain how England's dominance in the New World ensured that our government would be more English in nature than French, Spanish or otherwise.
2.26 Discuss the rights of people and the theory of government espoused in the second paragraph of the Declaration of Independence.
2.27 Identify the characteristics of a confederation.
2.28 Identify the characteristics of a federal system.
2.29 Cite advantages and disadvantages to a federal form of government.
2.30 Analyze the meanings of constitutionalism and limited government.
2.31 Explain the importance of compromise in writing the Constitution.
2.32 Discuss the preamble, seven articles and the amendments to the Constitution.

Extensions

2.75 Explore the foundations of our government by examining: the influence of political philosophers (Locke, Rousseau, Montesquieu, Burke); our English heritage (Magna Charta, English Bill of Rights, Petition of Rights, etc.); colonial contributions (Mayflower Compact, Fundamental Orders of Connecticut, House of Burgesses); and the Declaration of Independence.
2.76 Compare the ideas expressed in our Declaration of Independence to those in similar documents of other nations.
2.77 Compare the philosophies of the Federalists and Anti-Federalists.
2.78 Compare our system of federation to other federalist systems (e.g., in Canada, Switzerland, Mexico, Australia and India).
2.79 Cite examples of the ability of the Constitution to be flexible and to adapt to change.
2.80 Explain how amendments to the Constitution reflect the thinking of particular historical periods.
2.81 Determine which amendments have had the greatest impact on American society.

CITIZENSHIP: RIGHTS AND RESPONSIBILITIES

Basic Skills

3.01 Define citizen. (native or naturalized member of a nation entitled to the protection and privileges of his or her government)
3.02 Determine the duties of a citizen, i.e., those things a citizen is required by law to do. (attend school, obey the laws, pay taxes, defend the country, serve in court)

3.03 Determine the responsibilities of a citizen, i.e., those things a citizen of a democracy should do. (know and respect the laws; vote; take an active part in the democratic process by working with political groups and speaking out on issues)
3.04 Complete a voter registration form.
3.05 Recognize the rights and liberties of citizens protected by the Bill of Rights. (freedom of religion, speech and press; right to assemble, to petition, to bear arms, to due process, to just compensation for property, to counsel and to speedy trial by jury; freedom from unreasonable searches and seizures, from double jeopardy, from self-incrimination and from cruel and unusual punishment)

Developmental Skills

3.25 Name the two ways a person may acquire U.S. citizenship, as established by the 14th Amendment.
3.26 Discuss the circumstances under which a person may lose citizenship in the United States.
3.27 Discuss the roles played by immigration and the naturalization process in preserving the strength and vitality of the United States.
3.28 Discuss the problems posed by large-scale legal and illegal immigration to the United States.
3.29 Discuss the rights of citizens guaranteed in the main body of the Constitution as well as in the Bill of Rights.
3.30 Recognize that the 9th Amendment declares there are other rights in addition to those in the Constitution.
3.31 Describe the rights of aliens in the United States.
3.32 Explain why civil rights are relative, not absolute, rights.
3.33 Identify and discuss the amendments protecting the civil rights of minorities and women: Amendments 14, 15, 19, and 24.
3.34 Explain how the Equal Protection Clause, originally intended to benefit the newly freed slaves, has become a much broader guarantee of civil rights.
3.35 Trace the constitutional and legal milestones in the history of civil rights.

Extensions

3.75 Investigate the circumstances under which citizenship by naturalization may be denied or granted.
3.76 Debate the merits of immigration quotas.
3.77 Consider whether liberty and authority are opposing concepts.
3.78 Explain how the concept of limited government is illustrated by civil rights guarantees.
3.79 Explain why the judicial branch, rather than the executive and legislative branches of government, is considered the principal guardian of our individual liberties.
3.80 Discuss the modern implications of the Bill of Rights.
3.81 Investigate the history and current status of the Civil Rights Movement.
3.82 Research the landmark Supreme Court civil rights cases. (e.g., Miranda, Gideon v. Wainwright)

THE POLITICAL PROCESS

Basic Skills

4.01 Recognize a political party as an organized group of people with common interests who work together to win elections, lead the government and determine public policy.
4.02 Identify the American political system as basically a two-party system, and name the two major parties involved. (Republican Party, Democratic Party)
4.03 Identify two basic steps in the electoral process. (nomination and election)
4.04 List the methods of nomination. (self-announcement or write-in, petition, caucus, convention, direct primary)

4.05 Name the types of elections. (open primary, closed primary, nonpartisan primary, run-off, general election, special election, recall election)
4.06 Recall the qualifications to vote.(must: be 18 years old, hold citizenship, satisfy residency requirements, be registered to vote)
4.07 Define: conservative, left, liberal, right, suffrage.

Developmental Skills

4.25 Trace the development of the political party system in this country.
4.26 Explain the functions of American political parties.
4.27 Describe the organization of political parties.
4.28 Discuss the roles special interest groups and lobbyists play in the political process.
4.29 Describe the methods of nomination.
4.30 Describe each type of election.
4.31 Investigate voting qualifications in Arkansas and compare them to other states.
4.32 Examine voting patterns and discuss the evident trends, considering reasons for them and whether future trends can be forecast with any accuracy.
4.33 Discuss the factors which tend to influence voters' choice of candidates.(e.g., personal background of voters, party loyalty, campaign issues, the candidate's image)
4.34 Trace the history of the fight for universal suffrage in this country.
4.35 Explain why the Voting Rights Act of 1965 is considered by some to be one of the most effective suffrage laws ever passed in this country.

Extensions

4.75 Analyze the role played by minority parties in the United States.
4.76 Investigate the financing of American political parties.
4.77 Analyze the role of political parties in other systems of government.
4.78 Determine the role nomination plays in other political systems.
4.79 Compare the election of government officials in other political systems to our own. (e.g., Compare the election process for Great Britain's prime minister to that for our president.)
4.80 Examine the impact that television and the print media have on voters.
4.81 Debate whether issues or images play the larger role in a presidential campaign, in congressional races, or in state and local elections.
4.82 Investigate suffrage rights in other countries.

NATIONAL GOVERNMENT

Basic Skills

5.01 Recall that the Constitution establishes the structure of our government (three branches, etc.) and the principles by which it operates (popular sovereignty, limited government, federalism, separation of powers, checks and balances).
5.02 Identify the three branches of government and their functions. (legislative branch: enacts laws; executive branch: provides leadership, executes and enforces laws; judicial branch: applies the laws and interprets them)
5.03 Define: bicameral, bills, delegated or expressed powers, impeachment, implied powers, judicial review, veto.

The Legislative Branch

5.04 Recognize that Congress consists of the Senate and the House of Representatives.
5.05 Identify the basis for representation in each house of Congress. (Representation in the Senate is the same for all 50 states, each having 2 senators. Representation in the House of Representatives is by apportionment, i.e., based upon the population of the individual states.)
5.06 Give the membership of each house. (Senate: 100; House of Representatives: 435)

5.07 Name our state's congressmen.
5.08 Recognize the expressed powers of Congress, as set forth in Article 1, Section 8, of the Constitution.
5.09 List the three basic steps through which a bill passes in becoming a law, as established by Article 1, Section 7, of the Constitution. (passed by the House, passed by the Senate, signed by the President)
5.10 List the checks the legislative branch can exercise over the executive branch (holds purse strings, approves treaties and appointments, creates agencies and programs, may override veto, may impeach President) and over the judicial branch (approves appointment of judges, may impeach judges, creates lower courts).

The Executive Branch

5.11 List the members of the executive branch. (president, vice-president, Cabinet officers, advisors and assistants)
5.12 State the length and number of terms the president may serve, according to Amendment 22 of the Constitution.
5.13 Recognize that the president is elected through the Electoral College system.
5.14 List the constitutional qualifications for the presidency and vice-presidency. (natural-born U.S. citizen, at least 35 years old, resident of the United States at least 14 years)
5.15 List the first five officers in order of succession to the presidency. (vice-president, speaker of the House of Representatives, president pro tempore of the Senate, secretary of State, secretary of the Treasury)
5.16 Recognize that presidential powers arise from the Constitution, acts of Congress and usage.
5.17 List the checks the president has on the legislative branch and on the judiciary. (on legislature: veto, calling special sessions, recommending legislation, appealing to the people; on the judiciary: judicial appointments, executive clemency)
5.18 Define domestic policy and foreign policy.
5.19 Identify the branch of government with primary responsibility for foreign policy. (executive branch)

The Judicial Branch

5.20 Recognize that Article 3 of the Constitution provides for a Supreme Court and such inferior courts as Congress may establish, and it also defines the jurisdiction of those courts.
5.21 Describe the selection and terms of service of Supreme Court justices. (appointed by the President with approval of the Senate, for life; removed only through impeachment)
5.22 Identify the check the judicial branch holds on the legislative and executive branches. (judicial review)

Developmental Skills

The Legislative Branch

5.25 Describe the organization and the duties of each house of Congress.
5.26 Explain why the basis for representation is different for the Senate and the House of Representatives.
5.27 State the qualifications and terms of service for senators and representatives.
5.28 Locate on a state map each of our congressional districts, and associate each congressman with the appropriate district.
5.29 Discuss each of the expressed powers of Congress and their implications in today's world.
5.30 Distinguish among expressed (or delegated) powers, implied powers, concurrent powers and reserved powers.
5.31 Explain the importance of the elastic clause.
5.32 List the non-legislative powers of the House and of the Senate.
5.33 List the powers denied to Congress by the Constitution.
5.34 Trace the detailed steps through which a typical bill passes in becoming law.
5.35 Explain the function of the committee system.

5.36 Analyze the forces which are likely to influence a congressman's vote on a bill.
5.37 Describe the checks the legislative branch can exercise over the other two branches, and give examples of their use.
5.38 Discuss the War Powers Act as a congressional curb on the power of the President.

The Executive Branch

5.39 Justify adoption of the 22nd Amendment.
5.40 Describe the Electoral College system.
5.41 Consider qualifications for president beyond those specified in the Constitution which might aid a person in fulfilling the office.
5.42 Discuss the succession to the presidency as it is provided for in Article 2, Section 1, Clause 6, and Amendments 20 and 25 of the Constitution and in the Presidential Succession Act of 1947; identify instances in which these clauses or acts have been invoked.
5.43 Name the five types of powers held by the president. (executive, diplomatic, military, legislative and judicial powers)
5.44 Discuss specific powers of the president which fall under each of the five broad headings.
5.45 Identify and discuss the factors which have worked over time to enhance the scope of executive power.
5.46 Discuss the checks the president can exercise on the other two branches of government, and give examples of their use.
5.47 Investigate the use of executive agreements to subvert the power of Congress to check the power of the president.
5.48 Recognize the names and titles of current Cabinet members and summarize the duties of each.
5.49 Discuss the role of the Cabinet in making and implementing policy.
5.50 Give examples of federal regulatory agencies.
5.51 Examine Article 1, Section 8, and Article 2, Section 2, of the Constitution to determine the relative responsibilities of Congress and the president for foreign policy.
5.52 List the ways Congress is able to exert influence over foreign policy. (through its powers of the purse, its war powers, its approval powers, and the Senate's role in the treaty process)
5.53 Explain how the foreign policy powers of each branch check and balance the powers of the other.
5.54 Discuss how and by whom (e.g., State Department, Department of Defense, National Security Council, etc.) foreign policy is implemented.
5.55 Examine internal (or domestic) and external pressures which influence foreign policy.

The Judicial Branch

5.56 Identify and discuss the Judiciary Act of 1789.
5.57 Discuss the organization and function of the federal court system.
5.58 Summarize the Supreme Court's areas of jurisdiction.
5.59 Define: original, appellate, exclusive and concurrent jurisdiction.
5.60 Explain how life tenure helps ensure the independence of the judiciary.
5.61 Explain why the Supreme Court's exercise of judicial review is so important to the nature of the governmental system.

Extensions

The Legislative Branch

5.75 Discuss the arguments and compromises made in establishing our government.
5.76 Compare the membership, functions and operations of legislative bodies in other political systems (e.g., British Parliament, Japanese Diet, Bolivian National Congress, Rwandan National Development Council, etc.).
5.77 Discover how a congressman spends his work week, and debate the appropriateness of current congressional compensation and privileges.
5.78 Analyze the role the elastic clause has played in maintaining the viability of the Constitution over its 200-year history.

5.79 Assess the power and influence held by congressional committees and committee chairpersons in the legislative process.
5.80 Assess the methods lobbyists use to influence lawmakers.
5.81 Debate whether members of Congress should vote on the basis of their own beliefs in what is best for the nation or according to the desires of their constituents.
5.82 Research the presidents' use of the veto to determine its effectiveness.

The Executive Branch

5.83 Identify and compare the titles and powers of chief executives in other countries.
5.84 Research the methods used to select the chief executives in other political systems.
5.85 Debate the six-year term/no re-eligibility idea.
5.86 Explain the justifications for the Electoral College system, and propose alternatives to that system.
5.87 Debate whether it is possible today for a less-than-wealthy person to become president.
5.88 Analyze the characteristics and/or methods of the presidents accredited with expanding the scope of executive power and draw conclusions about the sources of their strength.
5.89 Illustrate the extensive powers of the regulatory agencies.
5.90 Explain why United States foreign policy is of vital interest not only to Americans, but to all people everywhere.
5.91 Trace the development of U.S. foreign policy from its beginning to World War II or from World War II to the present.
5.92 Consider, after research, whether U.S. foreign policy is generally conducted on the basis of a thoughtfully planned strategy or is, more generally, reactive in nature.
5.93 Consider whether internal (domestic) or external forces play the greater role in shaping foreign policy.

The Judicial Branch

5.94 Analyze the weaknesses of the Articles of Confederation concerning the judiciary.
5.95 Discuss the importance of Marbury v. Madison.
5.96 Debate the merits of appointment of federal judges versus their popular election.
5.97 Consider whether courts are "making law" when they interpret and apply provisions in the Constitution or in statutes.
5.98 Investigate landmark decisions of the Supreme Court, considering their impact on: a) the balance of power or b) society as a whole.

STATE AND LOCAL GOVERNMENTS

Basic Skills

The Federal System

6.01 Define federalism. (a political system in which a constitution divides governmental powers between a central, or national, government and several regional, or state, governments)
6.02 Recognize that the division of powers between the national government and the states is implied in the provisions of the Constitution and explicitly stated in the 10th Amendment.
6.03 Identify the supreme law of the land. (the Constitution, federal laws and treaties)

State Government

6.04 State the basic function of state governments. (to provide for the general welfare of their citizens)
6.05 Name the basic principles upon which all state constitutions are based. (popular sovereignty, limited government, separation of powers, checks and balances)
6.06 List the three branches of any state government. (executive, legislative, judicial)

6.07 List the divisions of each branch of government. (executive: governor, elected constitutional officers, appointed officials, agencies; legislative: the State Legislature or General Assembly, composed of a Senate and a House of Representatives or of Delegates; judicial: State Supreme Court, appellate courts, lower courts)
6.08 Outline the court procedures in civil cases. (file the complaint and pleadings, go to trial, receive a verdict)
6.09 Outline the court procedures in criminal cases. (arrest, preliminary hearing, arraignment, plea-bargaining, trial, verdict, sentencing)

Local Government

6.10 Name the source of local government power. (the state)
6.11 Identify the common divisions of local governments. (e.g., counties or parishes, municipalities, townships, school districts, special districts)
6.12 State how local officials are chosen. (by election or by appointment depending upon the provisions of state constitutions and local charters)
6.13 Name the basic services provided by most local governments. (e.g., maintenance of public safety, public health, public works, and public records; tax collection; welfare; elections)

Developmental Skills

The Federal System

6.25 Review the characteristics of our federal system of government.
6.26 Review the advantages and disadvantages of a federal form of government.
6.27 Discuss the provisions of Article 4 of the Constitution.
6.28 Explain why the national government is described as a government of delegated powers while the states are considered governments of reserved powers.

State Government

6.29 Examine the Arkansas Constitution to determine the specific functions of our state government.
6.30 Compare the basic principles of the state and national constitutions.
6.31 Compare the structures of the state and national governments.
6.32 State the qualifications required of elected office holders in each of the three branches of the Arkansas government.
6.33 Describe the method of selection of the major officeholders in each of the branches of Arkansas government.
6.34 List Arkansas's constitutional officers by title and by name.
6.35 Name the state legislators of the student's home district.
6.36 Track a bill through the state legislature.
6.37 Diagram the structure of the court system in Arkansas, indicating the jurisdiction of the various types of courts and by whom and for how long the judges are selected.
6.38 Follow a court case through the appeals process.

Local Government

6.39 Describe the differences among the various levels or divisions of local government.
6.40 Identify the type of government divisions in the student's local area.
6.41 Diagram the structure of the student's county government and compare it to a "typical" county government.
6.42 Describe the selection process and duties of major local officials.
6.43 Determine the services provided by each division of the student's local government.
6.44 Map the polling places in the student's county and identify the one used by parents or by the 18-year-old students themselves.

Extensions

The Federal System

6.75 Explain why a federal system was a natural out-growth of our nation's earlier experiences.

6.76 Identify the three constitutional obligations the national government owes to the states under Article 4 and discuss the implications of each for federal-state relations.
6.77 Discuss powers of the national government which might be carried out better by state government and vice versa.

State Government

6.78 Compare Arkansas's Constitution with the U.S. Constitution. (e.g., length, language, principles, etc.)
6.79 Determine the provisions for formal change incorporated in the Arkansas Constitution.
6.80 Analyze the types of changes made in our State Constitution since 1874.
6.81 Consider why Arkansas had four constitutions prior to 1874, but has not had a new one since.
6.82 Determine which provisions in our State Constitution might be classed as statutory rather than fundamental.
6.83 Identify the legislative districts on a map of Arkansas.
6.84 Compare the roles and the duties of governor and president.
6.85 Propose extra-constitutional qualifications state officeholders should possess.
6.86 Compare Arkansas's method of electing judges to the federal method of appointing them.
6.87 Investigate the use of petition, referendum and recall by citizens to influence the functions of state governments.
6.88 Debate the use of plea-bargaining.

Local Government

6.89 Map the political divisions of the local county.
6.90 Research the provisions of the local city (town or county) charter.
6.91 Name the county and local officers with whom citizens are most likely to deal directly.

American History

Recommended Placement: GRADES 9-11

American history is the one course required of all students—by state law—for graduation. According to Act 80-1614,

> No person shall be graduated from any high school, public or private, in this State, until he or she shall have satisfactorily completed at least one (1) full year's work in American History and Civics.

A one-year course in American history fulfills the requirements of this law.

This course content guide outlines the objectives for an American history course which begins with the events of 1865 and continues through the present. (The State course content guide for eighth grade social studies emphasizes pre-1865 American history.) Because a State course content guide only defines the minimum, schools are free to teach the entire scope of American history (exploration to the present) if they so choose, or to split it, as this guide suggests.

This guide introduces the study of post-1865 American history with a review of events prior to 1865 and with an in-depth study of the Constitution. The Course Content Guide Committee felt that this emphasis on the Constitution was important for the following reasons. First, many post-Civil War issues and events reflect the struggles of our citizens to gain the rights guaranteed them by the Constitution. Indeed, it is a living document which governs our lives today. To understand these issues and events of the past and of the present, students must have some comprehension of the Constitution and how it works. Second, students need to study it in its historical context at some point in their high school years. Eighth graders study the Constitution in American history, but the greater maturity of high school students allows them to attain a clearer understanding of this important document than eighth graders are able to achieve. Third, the Constitution adds a strong civics component to the American history course, thereby ensuring that the requirements of the law are fulfilled.

REVIEW (2-4 weeks. See also: 8th Grade Course Content Guide: United States History.)

Basic Skills

Exploration and Colonization

1.01 Identify the three main countries involved in exploration of the New World, and locate their main areas of exploration.
1.02 Identify personal, political, economic and religious reasons for exploration.
1.03 Identify the original 13 colonies, and describe their social, cultural, economic, political, religious and demographic differences. Recognize the foundations of sectionalism in these differences.

Establishing a New Nation

1.04 Identify the political and economic reasons for breaking with England.
1.05 State the results of the Revolutionary War.
1.06 List the strengths and weaknesses of the Articles of Confederation, and identify the problems that made a new constitution necessary.

Growth and Expansion

1.07 Identify the major stages of national expansion, and locate them on a map.
1.08 State the main points of the Monroe Doctrine and describe the Doctrine's significance for American foreign policy.

1.09 Identify the major characteristics of Jacksonian Democracy.
1.10 Discuss the impact of Manifest Destiny.
1.11 Discuss the displacement of the American Indian.

Sectionalism

1.12 Explain the social, economic and political differences that developed among the North, the South and the New West.
1.13 Identify the attempts to settle the differences among the sections (Compromises of 1820-60).

Civil War

1.14 Describe the causes of the Civil War.
1.15 List the results of the Civil War.

CONSTITUTION (Begin in-depth teaching)

Basic Skills

2.01 Identify the Constitution as the foundation and framework of the government of the United States.
2.02 List the parts of the Constitution. (preamble, articles, amendments)
2.03 List the three branches of government and their functions. (legislative: makes laws; executive: enforces laws; judicial: interprets laws)
2.04 Explain the importance of the amendment process. (establishes an avenue for changing the Constitution)
2.05 State the basic purpose of the Bill of Rights. (guarantees individual rights)
2.06 Identify: James Madison, George Washington, Alexander Hamilton, John Jay.

Developmental Skills

2.25 Explore the foundations of the Constitution by examining: the influence of political philosophers (Locke, Rousseau, Montesquieu, Burke); our English heritage (Magna Charta, English Bill of Rights, Petition of Rights, etc.); colonial contributions (Mayflower Compact, Fundamental Orders of Connecticut, House of Burgesses); and the Declaration of Independence.
2.26 Compare the philosophies of the Federalists and Anti-Federalists.
2.27 Explain the importance of compromise in writing the Constitution.
2.28 Describe the basic principles of the Constitution. (federalism, separation of powers, checks and balances)
2.29 Analyze the meanings of constitutionalism and limited government.
2.30 Discuss the preamble, seven articles and the amendments to the Constitution.
2.31 Discuss the articles (I and IV) and the amendments (13, 14, 15, and 24) which relate to slavery and, after the Civil War, to the rights of blacks.
2.32 Identify: Samuel Adams, Benjamin Franklin, John Hancock, Patrick Henry.

Extensions

2.75 Analyze the ratification process.
2.76 Compare the philosophies of the strict constructionists with those of the loose constructionists.
2.77 Analyze the birth and development of political parties.
2.78 Analyze Thomas Jefferson's influence on our national government.
2.79 Analyze the major Supreme Court decisions which defined judicial power.

RECONSTRUCTION

Basic Skills

3.01 Identify the major changes wrought by the Civil War in the lives of blacks. (e.g., Freed slaves became sharecroppers or tenant farmers; some moved to cities; access to education improved; some civil rights were granted; Ku Klux Klan, etc. developed.)
3.02 Describe the events leading to Radical Reconstruction. (13th Amendment, Lincoln's assassination, Andrew Johnson's Reconstruction policies, Black Codes, Freedmen's Bureau, Civil Rights Act of 1866, 14th Amendment, impeachment of Andrew Johnson, etc.)
3.03 Identify the circumstances which ended Reconstruction. (e.g., changing political climate, the North's declining interest, the rise of the Ku Klux Klan, Hayes-Tilden Compromise of 1877)

Developmental Skills

3.25 Debate the virtues of the major plans for Reconstruction (i.e., Lincoln's 10% Plan, Johnson's policies, Radical Republican Plan).
3.26 Discuss the social, political and economic effects of Reconstruction.
3.27 Identify: Andrew Johnson, Ulysses S. Grant, Rutherford B. Hayes.
3.28 Define: impeachment, carpetbaggers, scalawags.

Extensions

3.75 Analyze the strengths of the Constitution as illustrated by the impeachment and trial of Andrew Johnson.
3.76 Identify characteristics of the South today which might be attributable to the effects of its Civil War defeat and to Reconstruction.
3.77 Compare the effects of the Civil Rights legislation of the 1860s with that of the 1960s.
3.78 Trace the history of the Civil Rights struggle from 1865 to the present, and evaluate the progress made by blacks at each major step.

FRONTIER

Basic Skills

4.01 Locate on a map the changing boundaries of the American frontier to 1890. (Appalachians, Mississippi River, Rocky Mountains, Pacific Ocean)
4.02 Identify: Pony Express, transcontinental railroad.

Developmental Skills

4.25 List the components of the frontier cycle. (frontiersmen, miners, cattlemen, farmers)
4.26 Identify factors that led to settlement of the Great Plains. (growth of railroads, rise of cattle and mining industries, defeat of Indians, Industrial Revolution, Homestead Act of 1862, desire for "elbow room")
4.27 Explain the basic philosophical differences between whites and Native Americans.
4.28 Describe how the lives of Plains Indians were disrupted by settlement of the Great Plains. (Buffalo were destroyed, nomadic hunting tribes starved; white settlers and railroads competed for Indian lands; Indians were moved to reservations; traditional ways of life were destroyed)
4.29 Trace the evolution of government policy toward the Indians from 1830 to 1890.
4.30 Locate on a map the major Indian reservations between 1850 and 1890. (Oklahoma and the Dakota Territory)
4.31 Evaluate the success of reformers' efforts to help the Indians.

4.32 Identify developments of the Industrial Revolution which aided settlement of the Great Plains. (the railroad, cheap iron and steel for wells and windmills, barbed wire, improved farm machinery, new urban markets for food, etc.)
4.33 Describe the contributions of women in the settlement of the West.
4.34 Identify: Chief Joseph, Little Big Horn, Helen Hunt Jackson, Geronimo, Dawes Act, Wounded Knee.

Extensions

4.75 Assess the validity of Frederick Jackson Turner's Frontier Thesis.
4.76 Evaluate the effect of the Dawes Act of 1887.
4.77 Investigate and evaluate government Indian policies since 1890.
4.78 Compare the roles and status of women on the frontier with those of women in the urban areas of the East Coast at the same time.
4.79 Analyze the role the West played in shaping our national character.

INDUSTRIALIZATION

Basic Skills

5.01 Cite the major factors which contributed to industrialization in America after 1865. (e.g., abundance of natural resources, growth of railroads, inventions, Social Darwinism, laissez-faire, innovative business techniques)
5.02 Identify major results of industrialization. (e.g., growth of cities and transportation, dominance of big business and labor unions, social and political movements)
5.03 Locate on a map the origins of the "New Immigrants."

Developmental Skills

5.25 Cite examples which illustrate the term "Gilded Age."
5.26 Identify the major business leaders associated with industrialization. (Carnegie, Rockefeller, Vanderbilt, Morgan)
5.27 Debate the tactics used by big business leaders to control business and government.
5.28 Discuss the prevalence of corruption at all levels of government from 1865 to 1880.
5.29 Identify: James A. Garfield, Chester Arthur, Grover Cleveland, Benjamin Harrison, William McKinley.

Extensions

5.75 Analyze Andrew Carnegie's book, **Gospel of Wealth**.
5.76 Compare and contrast the "old" and "new" immigrants, including Asians; relate the experiences of those "new" immigrants to the experiences of immigrants today.
5.77 Evaluate the need for reform created by industrialization.
5.78 Investigate the social effects of rapid urbanization.

AGE OF REFORM

Basic Skills

6.01 Identify the two major reform movements of the late 19th and early 20th centuries. (Populism and Progressivism)
6.02 Identify major results of the reform movements. (e.g., equalization of taxation, regulation of public utilities, consumer protection, protection of workers, more honest government, educational advances, farm cooperatives, land conservation, temperance, women's suffrage)

6.03 Discuss the most conspicuous failure of Progressivism. (It ignored the plight of black Americans.)
6.04 Define: conservatism, graduated income tax.
6.05 Identify: Theodore Roosevelt, NAACP.

Developmental Skills

6.25 Determine the roots of Populism and Progressivism.
6.26 Explain how the Populists' ideas and influence led to specific changes in American government.
6.27 Examine progressive reforms under three progressive presidents: Theodore Roosevelt, William Taft, Woodrow Wilson.
6.28 Discuss Conservatism and the alternatives it offered to Progressivism.
6.29 Discuss the progress and the setbacks in race relations during the reform era.
6.30 Compare the philosophies of W.E.B. Du Bois and Booker T. Washington.
6.31 Define: franchise, muckrakers, "Old Guard," socialism.
6.32 Identify: Susan B. Anthony, Lucy Stone, Elizabeth Cady Stanton, Jacob Riis, Mary Lease, Jane Addams, Lincoln Steffens, William J. Bryan, John Dewey, Robert La Follette, Gifford Pinchot, William H. Taft.

Extensions

6.75 Using the Populist Party as an example, explain how third party pressures affect major party philosophies.
6.76 Debate the long range effectiveness of Progressive reform.
6.77 Assess the impact of Eugene V. Debs and the socialist movement on American politics.

THE UNITED STATES AND WORLD AFFAIRS

Basic Skills

7.01 State the reasons for America's overseas territorial interest prior to 1890. (e.g., economic interests, naval bases, missionary zeal, spread of democracy)
7.02 List the results of the Spanish-American War of 1898. (expulsion of Spain from Americas; territorial acquisition: Puerto Rico, Philippines, Guam)
7.03 Locate on a map the territories acquired by the United States in the 1890s. (Hawaii, Puerto Rico, Philippines, Guam, American Samoa, Wake Island)

Developmental Skills

7.25 Explain United States interest in Hawaii and the results.
7.26 List the causes of the Spanish-American War.
7.27 Discuss the "Open Door" Policy in China.
7.28 Explain how Teddy Roosevelt involved the United States in international affairs.
7.29 Explain the interest in and results of the Panamanian acquisition.
7.30 Explain the role Woodrow Wilson played in America's period of expansion (e.g., in Mexico).
7.31 Debate the pros and cons of U.S. acquisition of overseas territory.

Extensions

7.75 Compare America's intervention in Cuba (1898), Vietnam (1960s-1970s), Granada (1984) and Central America (1985-).
7.76 Debate the pros and cons of U.S. intervention in other countries.
7.77 Compare the foreign policies of Theodore Roosevelt and Woodrow Wilson.

WORLD WAR I

Basic Skills

8.01 List the underlying causes of World War I, or the Great War. (e.g., imperialism, nationalism, militarism, secret treaties and alliances)
8.02 Identify the immediate cause of World War I. (assassination of Archduke Franz Ferdinand)
8.03 Locate the following on a map: Triple Alliance (Austria-Hungary, Germany, Italy), Triple Entente (France, Great Britain, Russia) and Sarajevo.
8.04 Note reasons for three years of American neutrality. (e.g., Allies could win without U.S. help; no American lives or property were threatened; U.S. should set an example of peace to the world)
8.05 List the reasons for eventual American involvement in the Great War. (e.g., submarine warfare, Zimmerman telegram, British propaganda)
8.06 List some major results of American involvement in the Great War. (e.g., United States emergence as a major power, American isolationism, plans for a League of Nations)
8.07 Identify: Woodrow Wilson, League of Nations, 1914-1918, 1917.

Developmental Skills

8.25 Explain why America entered the war on the side of the Allied Powers.
8.26 Explain Woodrow Wilson's plan for a lasting peace.
8.27 Explain why the United States did not join the League of Nations.
8.28 Discuss the significance of the terms of the Treaty of Versailles and the treaty's impact on Germany.
8.29 Explain how World War I contributed to revolution and the rise of communism in Russia.

Extensions

8.75 Analyze the reasons America retreated into isolationism.
8.76 Analyze the various historical interpretations of the United States' entry into the war.
8.77 Explain how World War I settlements set the stage for World War II.
8.78 Identify and analyze the origins of American-Russian confrontation.
8.79 Read literature of the period (e.g., **All Quiet on the Western Front, Testament of Youth**, poetry of Rupert Brooke and Wilfred Owens) and draw conclusions about the war's effect on a generation of young people.

BETWEEN THE WARS

Basic Skills

9.01 Identify and discuss the major themes and social issues of the 1920s. (e.g., Jazz Age, Harlem Renaissance, Lost Generation, changing status of women, material progress, urbanization, Prohibition, organized crime, evolution)
9.02 Identify the event most often associated with the beginning of the depression. (stock market crash in October 1929)
9.03 Recall the significant socio-economic happenings associated with the depression. (bread lines, shanty towns, bank failures, unemployment, dust bowl, Bonus Army, etc.)
9.04 Identify the New Deal and its major aims. (The New Deal was Franklin Roosevelt's legislative program for recovery and relief from the Depression and reform of the economic system.)
9.05 Identify: Roaring Twenties, Great Depression, 1929.

Developmental Skills

9.25 Discuss the significance of the 1920 election.
9.26 Describe the major scandals that occurred during the Harding administration.

9.27 Cite evidence of growing prejudice and discrimination in this period. (Red Scare, resurgence of Ku Klux Klan, Immigration Acts of 1924 and 1929, etc.)
9.28 Describe the impact of the automobile on American society.
9.29 Discuss the Harlem Renaissance, its roots and its leading figures.
9.30 Discuss possible causes of the Depression.
9.31 Analyze FDR's attack on the Supreme Court.
9.32 Discuss the major government agencies formed under FDR's administration.
9.33 Debate the success of the New Deal programs in stimulating recovery.
9.34 Identify: Marcus Garvey, Charles Lindbergh, John L. Lewis, Mary McLeod Bethune, Amelia Earhart, Eugene O'Neill, Thomas Hart Benton, Will Rogers, Al Smith, Eleanor Roosevelt, Frances Perkins, Warren G. Harding, Calvin Coolidge, Herbert Hoover, Scopes trial, Dust Bowl, Bonus Army, WPA)

Extensions

9.75 Assess the validity of the term "Roaring Twenties."
9.76 Analyze selected works of F. Scott Fitzgerald and Ernest Hemingway as voices of the "lost generation."
9.77 Analyze selected literary works of the 1930s for what they reveal about life in the depression years (e.g., **Studs Lonigan, Tobacco Road,** the **U.S.A.** trilogy, **Grapes of Wrath, The Yearling**).
9.78 Evaluate the impact of New Deal legislation on America's current socio-economic situation.

WORLD WAR II

Basic Skills

10.01 List major events which led to World War II. (e.g., failure of Treaty of Versailles, Japan's invasion of Manchuria and China, Italy's invasion of Ethiopia, rise of Adolf Hitler and the Nazi party, Germany's conquests in Austria and Czechoslovakia, Allied appeasement, American isolationism, Russo-German Nonaggression Pact, Nazi blitzkrieg against Poland)
10.02 Name the event which brought the United States into World War II. (Pearl Harbor)
10.03 Identify the major Axis and Allied powers and locate them on a map. (Axis: Germany, Japan, Italy; Allied: United States, Great Britain, Soviet Union)
10.04 Identify and locate on a map the five major battle regions. (Southeast Asia, North Africa, Atlantic, Pacific, Europe)
10.05 Identify the major turning points of World War II and locate them on a map. (Battle of Britain, Stalingrad, Midway, invasion of North Africa, D-Day, MacArthur's return to the Philippines, Battle of the Bulge, Hiroshima)
10.06 Know which powers won the war. (Allied Powers)
10.07 Identify: Franklin Delano Roosevelt, 1939-1945, 1941.
10.08 Define: fascism, appeasement, Holocaust.

Developmental Skills

10.25 Review American foreign policy prior to the United States' entry into World War II.
10.26 Compare the military performance of black Americans and Japanese-Americans during World War II to their civilian status on the home front.
10.27 Debate the use of the atomic bomb on Japan.
10.28 Discuss the political consequences of World War II.
10.29 Appraise the purposes, procedures and results of the Nuremberg trials.
10.30 Identify: Hitler, Mussolini, Stalin, Francisco Franco, Winston Churchill, Douglas MacArthur, Dwight Eisenhower, Lend-Lease Act, Yalta agreements, Manhattan Project, United Nations.

Extensions

10.75 Analyze the effects of the Spanish Civil War on political thought in the United States and Europe.
10.76 Analyze the social implications of World War II in the United States.
10.77 Evaluate the Allies' treatment of Russia in World War II and assess its impact on U.S.-Soviet relations today.

POSTWAR YEARS: 1945-1959

Basic Skills

11.01 Name the organization established to deal with world problems. (United Nations)
11.02 List ways the United States attempted to contain the spread of communism and locate on a map the places associated with each plan or course of action. (Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Korean War, SEATO, covert CIA action in Iran and Guatemala)
11.03 Identify the major events associated with civil rights. (e.g., integration of army under Truman; Brown v. Board of Education of Topeka, Kansas; Montgomery bus boycott; Little Rock crisis at Central High)
11.04 Identify: Harry S Truman, Dwight D. Eisenhower, Joseph McCarthy, Sputnik I.

Developmental Skills

11.25 Explain the significance of the Yalta Conference for the Cold War.
11.26 Discuss events leading to the creation of Israel in 1948.
11.27 Debate the effectiveness of America's containment policies.
11.28 Discuss American involvement in Indochina under Eisenhower and recognize that the foundations for U.S. involvement in the Vietnam War were laid at this time.
11.29 Discuss the foreign policies of President Eisenhower and Secretary of State John Foster Dulles.
11.30 Discuss the impact of the Cold War on developing nations.
11.31 Examine the United States' reaction to the launching of Sputnik.
11.32 Consider the impact television had on all aspects of American life.

Extensions

11.75 Justify Soviet apprehension of the United States during the Cold War.
11.76 Investigate General MacArthur's role in rebuilding postwar Japan and explain how his understanding of Japanese culture contributed to his phenomenal success.
11.77 Using Plessy v. Ferguson and Brown v. Board of Education of Topeka, Kansas, analyze the role of the Supreme Court in a changing society.

A TURBULENT DECADE: 1960-1970

Basic Skills

12.01 List the major foreign policy challenges of this period (e.g., Vienna Conference, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Vietnam War, Nuclear Test-Ban Treaty) and locate on a map the countries involved in these affairs. (U.S., U.S.S.R., East and West Germany, Cuba, Vietnam, Great Britain)
12.02 List the major civil rights events of the decade. (Martin Luther King's March on Washington, Civil Rights Acts of 1964-1965, Selma Freedom March)

12.03 Cite examples of violence during the decade. (assassinations of: John F. Kennedy, Robert Kennedy, Martin Luther King, Jr., Malcolm X; Democratic Convention of 1968, Chicago/Watts/Detroit/D.C./Newark riots)
12.04 Identify: New Frontier, Alliance for Progress, Peace Corps, Great Society, Kent State Massacre.

Developmental Skills

12.25 Discuss the purposes, benefits and problems of American space exploration.
12.26 Evaluate U.S. responses to the major foreign policy challenges of the decade.
12.27 Assess the progress made in civil rights between 1960 and 1970.
12.28 Propose reasons for the violence of the decade.
12.29 Examine the successes and failures of Lyndon B. Johnson's "Great Society."
12.30 Trace the youth protest through the 1960s, and debate its impact.
12.31 Identify: Alan Shepard; John Glenn; Neil Armstrong; James Meredith; Governors Ross Barnett and George Wallace; Medgar Evers; Hubert H. Humphrey; Birmingham, Alabama; Warren Court.
12.32 Define: sit-ins, freedom riders.

Extensions

12.75 Compare the philosophies of Martin Luther King, Jr., Malcolm X and Stokely Carmichael.
12.76 Compare the philosophies of passive resistance and non-violence of Mahatma Ghandi and Martin Luther King, Jr.
12.77 Explore literature for insights into this period (e.g., **Catch-22, The Other America, Black Like Me, Manchild in the Promised Land, The Autobiography of Malcolm X**).
12.78 Analyze the effects live TV reports from Vietnam had on public attitudes toward the war.

THE SEVENTIES

Basic Skills

13.01 Name the incident that sparked a constitutional crisis in the early 1970s. (Watergate)
13.02 Name the first president to resign from office (Richard Nixon) and the president who succeeded him. (Gerald Ford)
13.03 Name the victor of the Vietnam War. (North Vietnam)
13.04 Define: detente.
13.05 Identify: Jimmy Carter; 1975: fall of Saigon; 1976: Bicentennial.

Developmental Skills

13.25 Discuss major events of Richard Nixon's administration (e.g., detente with the Soviet Union, SALT, overtures to China, expansion of Vietnam War, student protests, inflation, Arab oil embargo, busing, Watergate).
13.26 Discuss Gerald Ford's contribution to the restoration of confidence in the presidency after Watergate.
13.27 Discuss the major themes and events of the Carter administration (e.g., human rights diplomacy, Panama Canal Treaty, Camp David Peace Accords, Iranian hostage crisis, SALT II, inflation and energy problems).
13.28 Examine American foreign policy under Richard Nixon and under Jimmy Carter.
13.29 Consider the effects of the Vietnam War on subsequent foreign policy.
13.30 Examine landmark cases of the Supreme Court under Chief Justice Warren Burger.
13.31 Identify: Henry Kissinger, Leonid Brezhnev, Pentagon Papers, Women's Rights Movement, Equal Rights Amendment (ERA), American Indians' Movement (AIM), League of United Latin American Citizens (LULAC), Helsinki Agreement, Anwar Sadat, Menachem Begin, Ayatollah Khomeini.

Extensions

13.75 Analyze the leadership styles of Richard Nixon, Gerald Ford and Jimmy Carter, and determine their strengths and weaknesses.
13.76 Investigate the roles Pat Nixon, Betty Ford and Rosalyn Carter played in their husbands' administrations.
13.77 Debate the merits of human rights diplomacy.
13.78 Evaluate the success of the Camp David Peace Accords.
13.79 Compare the philosophical stances of the Warren and Burger Courts as revealed in their landmark decisions.

1980 TO THE PRESENT

Basic Skills

14.01 Recognize Ronald Reagan as a conservative Republican president.
14.02 Name the current president and vice-president and their party affiliations.
14.03 Name Arkansas' United States senators and their party affiliations.
14.04 Name the student's United States representative and his or her party affiliation.
14.05 Identify: George Bush, Mikhail Gorbachev, Deng Xiaoping, Margaret Thatcher
14.06 Define: conservative, liberal, federal deficit, balance of trade

Developmental Skills

14.25 Discuss the president's foreign policies (e.g., with Soviet Union and China; in Middle East, Central America and South Africa), and compare them to the policies of the last administration.
14.26 Discuss the president's economic and social policies, and consider how they differ from the policies of the previous administration.
14.27 Debate the current administration's policies on civil rights and affirmative action.
14.28 Investigate the environmental policies of the current administration.
14.29 Research and discuss such issues as: nuclear energy, nuclear arms race, import quotas, trade embargoes, changing roles of women, day care, Social Security, entitlement programs, separation of church and state, censorship.
14.30 Consider the effects rapid changes in science and technology (especially computers) are having on our lives.
14.31 Investigate reasons for the changing patterns of immigration and emigration in America and around the world.
14.32 Investigate the United States' social, economic and political interdependencies with other countries and regions.
14.33 Identify: Sandra Day O'Connor, Walter Mondale, Geraldine Ferraro, Jesse Jackson.

Extensions

14.75 Compare the philosophies and leadership styles of the last three presidents.
14.76 Trace developments in specific areas of American foreign policy from Kennedy to the present (e.g., U.S.-U.S.S.R. relations, SALT talks, China, Indochina, Japan, Middle East, Central and Latin America, Europe).
14.77 Trace developments in specific areas of domestic policy over time (e.g., economic policies, labor policies, social programs, education, civil rights, etc.).

Contemporary American History

Recommended Placement: GRADES 11-12

This course content guide describes a one-semester, elective course for juniors and seniors who, presumably, have already taken the one-year American History course required by state law. It is not a substitute for that one-year course.

The Contemporary American History course considers events and trends in United States history from 1945 to the present. In doing so, it repeats a period of history studied by all students in the one-year, state-required course. Indeed, the Basic Skills listed below are identical to those required to be mastered for the same historical period in the one-year course. This is deliberate. The emphasis in this course is on depth rather than breadth; hence, greater weight is placed on Developmental Skills and Extensions. In Contemporary American History, students and teachers should be able to explore at length issues of interest which were, of necessity, only superficially touched on in the broader course.

POSTWAR YEARS: 1945-1959

Basic Skills

1.01 Name the organization established to deal with world problems. (United Nations)

1.02 List ways the United States attempted to contain the spread of communism and locate on a map the places associated with each plan or course of action. (Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Korean War, SEATO, covert CIA action in Iran and Guatemala)

1.03 Identify the major events associated with civil rights. (e.g., integration of army under Truman; Brown v. Board of Education of Topeka, Kansas; Montgomery bus boycott; Little Rock crisis at Central High)

1.04 Identify: Harry S Truman, Dwight D. Eisenhower, Joseph McCarthy, Sputnik I, Iron Curtain.

Developmental Skills

Foreign Policy in the Postwar Years: 1945-1959

1.25 Trace the development of the United Nations.

1.26 Compare the hopes for the United Nations at its founding to the realities of its operations.

1.27 Debate the role of the United Nations as a peace-keeping force.

1.28 Explore the origins of the Cold War, and discuss the increasing confrontations between the Soviet Union and the United States.

1.29 Investigate pre-1945 events which contributed to Soviet suspicions of other nations. (e.g., invasions of British, U.S., and Japanese troops in 1919; massive Russian sacrifices in World War II, etc.)

1.30 Explain the significance of the Yalta Conference for the Cold War.

1.31 Discuss U.S. policies and actions which might explain Soviet apprehension of the United States during the Cold War.

1.32 Investigate America's increasing involvement in the Middle East and Asia following World War II and determine reasons for that involvement.

1.33 Discuss events leading to the creation of Israel in 1948 and consider what effect these events have had on current problems in the area.

1.34 Debate American support for Israel.

1.35 Debate the effectiveness of America's containment policies.

1.36 Discuss the foreign policies of President Eisenhower and Secretary of State John Foster Dulles.

1.37 Compare the conduct of foreign policy under Truman and Eisenhower. (e.g., containment vs. "brinkmanship")
1.38 Discuss American involvement in Indochina under Eisenhower and recognize that the foundations for U.S. involvement in the Vietnam War were laid at this time.
1.39 Discuss the impact of the Cold War on developing nations.
1.40 Locate on a map: San Francisco, New York, Yalta, Soviet Union, Palestine, Israel, Indochina and any other places related to historical events under discussion.

Domestic Policy in the Postwar Years: 1945-1959

1.41 Discuss the major issues of the 1948 campaign for the presidency, and propose reasons for Truman's astounding victory.
1.42 Examine the expansion of New Deal policies under Harry Truman's Fair Deal.
1.43 Assess the impact of the G.I. Bill of Rights (1944) on American education.
1.44 Investigate Truman's role in the labor movement.
1.45 Describe the changes in the lives of American women after the war.
1.46 Examine Truman's efforts to awaken the nation's conscience on civil rights.
1.47 Discuss the tremendous popularity of Eisenhower as president.
1.48 Analyze the American fear of communism at home and the results of that fear.
1.49 Discuss the impact of Brown v. Board of Education of Topeka, Kansas, on the struggle for equality.
1.50 Examine the United States' reaction to the launching of Sputnik.
1.51 Consider the impact television had on all aspects of American life.
1.52 Discuss the effects the postwar "baby boom" has had on American society, and predict the effects it will have in the future.

Extensions

Foreign Policy in the Postwar Years: 1945-1959

1.75 Analyze one or more of the arguments and compromises which accompanied the founding of the United Nations and its early years of operation (e.g., regarding its organization, the U.N. Charter or the Universal Declaration of Human Rights).
1.76 Assess the U.N.'s progress toward achieving one or more of the major purposes for which it was founded.
1.77 Compare the roles of the U.S. and Allied Powers in the United Nations in its early years to their roles there today. If there has been a change, consider whether, and from whose point of view, the change is for better or for worse.
1.78 Analyze the shifts in the balance of power at the United Nations from 1945 to the present.
1.79 Analyze the effect that the U.S. monopoly of atomic weapons had on its foreign policy immediately following the war.
1.80 Investigate General MacArthur's role in rebuilding postwar Japan and explain how his understanding of Japanese culture contributed to his phenomenal success.
1.81 Consider whether a "Marshall Plan" for Latin America could have met (or could now meet) with the same success as the Marshall Plan in Europe.
1.82 The United States was a strong influence in postwar, international economic policies established by, among other things, the Bretton Woods agreements, the International Monetary Fund and the International Bank for Reconstruction and Development (the World Bank). Compare Americans' postwar views of international economics to their views today, suggesting reasons for any changes in attitudes.
1.83 Compare U.S. actions in Greece and Turkey under the Truman Doctrine to U.S. policy and involvement in Central America today.
1.84 Discuss the repercussions of the Korean War on U.S. foreign and domestic policies.
1.85 Analyze the policy of "brinkmanship" and how it affected U.S. foreign policy.

Domestic Policy in the Postwar Years: 1945-1959

1.86 The Republicans, the Democrats, the Progressives and the Dixiecrats all ran candidates in the 1948 election. Discuss the implications of a permanent multi-party system for politics and government in America.

1.87 Analyze the pattern of successes and failures Truman had with his Fair Deal proposals in Congress.
1.88 Analyze the impact on civil liberties of such phenomenon as the Loyalty Order (Truman's Executive Order 9835) and McCarthyism.
1.89 Debate the demands of national security vs. citizens rights in a democratic society.
1.90 Explain President Eisenhower's political philosophy and compare it to Truman's and Kennedy's.
1.91 Debate the issue of presidential disability and succession as it arose due to Eisenhower's illnesses.
1.92 Using Plessy v. Ferguson and Brown v. Board of Education of Topeka, Kansas, analyze the role of the Supreme Court in a changing society.
1.93 Consider why the 1950s are often described as a complacent era.

A TURBULENT DECADE: 1960-1970

Basic Skills

2.01 List the major foreign policy challenges of this period (e.g., Vienna Conference, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Vietnam War, Nuclear Test-Ban Treaty), and locate on a map the countries involved in these affairs. (U.S., U.S.S.R., East and West Germany, Cuba, Vietnam, Great Britain)
2.02 List the major civil rights events of the decade. (Martin Luther King's March on Washington, Civil Rights Acts of 1964-1965, Selma Freedom March)
2.03 Cite examples of violence during the decade (assassinations of: John F. Kennedy, Robert Kennedy, Martin Luther King, Jr., Malcolm X; Democratic Convention of 1968; Chicago/Watts/Detroit/D.C./ Newark riots)
2.04 Identify: New Frontier, Alliance for Progress, Peace Corps, Great Society, Kent State Massacre.

Developmental Skills

Foreign Policy in a Turbulent Decade: 1960-1970

2.25 Explain the roles of Kennedy and Khrushchev in the expanding nuclear arms race.
2.26 Trace the development of the U.S./Soviet confrontation in Cuba.
2.27 Assess U.S. foreign policy in Latin America.
2.28 Investigate America's foreign policy regarding communist threats in Europe.
2.29 Debate America's deepening involvement in Vietnam.
2.30 Evaluate U.S. responses to the major foreign policy challenges of the decade.
2.31 Locate on a map: Latin America, Europe, Cuba, Vietnam and any other places related to historical events under discussion.

Domestic Policy in a Turbulent Decade: 1960-1970

2.32 Discuss the purposes, benefits and problems of American space exploration.
2.33 Compare the goals and programs of Kennedy's "New Frontier" to those of Johnson's "Great Society."
2.34 Examine the successes and failures of Lyndon B. Johnson's "Great Society."
2.35 Assess the progress made in civil rights between 1960 and 1970.
2.36 Propose reasons for the violence of the decade.
2.37 Trace the youth protest through the 1960s, and debate its impact.
2.38 Identify the issues in the anti-war movement, and debate the movement's effect on foreign policy.
2.39 Identify: Alan Shepard; John Glenn; Neil Armstrong; James Meredith; Governors Ross Barnett and George Wallace; Medgar Evers; Hubert H. Humphrey; Birmingham, Alabama; Warren Court.
2.40 Define: sit-ins, freedom riders.

Extensions

Foreign Policy in a Turbulent Decade: 1960-1970

2.75 Analyze the issues and the results of the 1964 presidential election.
2.76 Explain how and why the United States intervened in the Dominican Republic in 1965, and compare the reasons for and results of that action to U.S. intervention in the Caribbean and Central America in the 1980s. Determine what lessons, if any, might be learned.
2.77 Analyze the effects of the Six Days' War on subsequent relations among Israel, Egypt, Syria and Jordan.
2.78 Analyze the effects live TV reports from Vietnam had on public attitudes toward the war.
2.79 Explore music for insights into the Vietnam era (e.g., that of Peter, Paul and Mary; Joan Baez; Pete Seeger; Bob Dylan; Country Joe and the Fish; Barry McGuire - "The Green Berets").

Domestic Policy in a Turbulent Decade: 1960-1970

2.80 Examine the United States' role in the exploration of space.
2.81 Identify the goals of the Peace Corps and VISTA, and evaluate the long-term effectiveness of one or both programs.
2.82 Compare the philosophies of Martin Luther King, Jr., Malcolm X and Stokely Carmichael.
2.83 Compare the philosophies of passive resistance and non-violence of Mahatma Ghandi and Martin Luther King, Jr.
2.84 Explore literature for insights into this period (e.g., **Catch-22, The Other America, Black Like Me, Manchild in the Promised Land, The Autobiography of Malcolm X**).
2.85 Analyze Nixon's resurgence on the political scene.

THE SEVENTIES

Basic Skills

3.01 Name the incident that sparked a constitutional crisis in the early 1970s. (Watergate)
3.02 Name the first president to resign from office (Richard Nixon) and the president who succeeded him. (Gerald Ford)
3.03 Name the victor of the Vietnam War. (North Vietnam)
3.04 Define: detente
3.05 Identify: Jimmy Carter; 1975: fall of Saigon; 1976: Bicentennial.

Developmental Skills

Foreign Policy in the Seventies

3.25 Discuss major foreign policy events and issues of Richard Nixon's administration. (e.g., detente with the Soviet Union, SALT, overtures to China, expansion of Vietnam War, Arab oil embargo)
3.26 Discuss the major themes and events of the Carter administration. (e.g., human rights diplomacy, Panama Canal Treaty, Camp David Peace Accords, Iranian hostage crisis, SALT II)
3.27 Examine and compare American foreign policy under Richard Nixon and under Jimmy Carter.
3.28 Consider the effects of the Vietnam War on subsequent foreign policy. (i.e., What lessons did Vietnam have for us?)
3.29 Assess the effect that waging an "undeclared" war, as in Vietnam, had on the conduct of the war.
3.30 Identify: Pentagon Papers, Vietnamization, War Powers Resolution, SALT, OPEC, Helsinki Accord, Henry Kissinger, Leonid Brezhnev, Anwar Sadat, Menachem Begin, Ayatollah Khomeini, Mao Tse-tung.
3.31 Locate on a map: Soviet Union, China, Iran, Iraq, Kuwait, Qatar, Saudi Arabia, United Arab Emirates, Egypt.

Domestic Policy in the Seventies

3.32 Discuss the major domestic challenges of President Nixon's administration. (e.g., inflation and other economic problems, student protests, busing, Watergate and possible impeachment)
3.33 Describe the major protest movements of the 1960s and 1970s and their goals, and evaluate the effectiveness of these movements. (e.g., anti-war, civil rights, women's rights, minority rights, environmental movements)
3.34 Discuss the constitutional implications of Watergate.
3.35 Analyze the impact of Watergate on American politics.
3.36 Discuss Gerald Ford's contribution to the restoration of confidence in the presidency after Watergate.
3.37 Discuss the major domestic issues of the Carter administration (e.g., inflation, high unemployment, energy crisis) and analyze President Carter's policies on these issues.
3.38 Examine landmark cases of the Supreme Court under Chief Justice Warren Burger.
3.39 Identify: National Organization for Women (NOW), Equal Rights Amendment (ERA), American Indians' Movement (AIM), League of United Latin American Citizens (LULAC), Environmental Protection Agency (EPA), Twenty-sixth Amendment.

Extensions

Foreign Policy in the Seventies

3.75 Assess the effect that waging an "undeclared" war, as in Vietnam, had on the balance of power between the legislative and executive branches.
3.76 Describe the circumstances which led to OPEC's rise and fall in power, and predict whether it may again achieve dominance.
3.77 Analyze governmental energy policies and Americans' energy consumption habits, and predict the likelihood of another severe energy crisis.
3.78 Debate the merits of using food as a weapon to achieve U.S. foreign policy goals (as with the grain embargo).
3.79 Debate the merits of human rights diplomacy.
3.80 Evaluate the success of the Camp David Peace Accords.
3.81 Evaluate the success of the Helsinki Accord.

Domestic Policy in the Seventies

3.82 Analyze the leadership styles of Richard Nixon, Gerald Ford and Jimmy Carter, and determine their strengths and weaknesses.
3.83 Investigate the roles Pat Nixon, Betty Ford and Rosalyn Carter played in their husbands' administrations.
3.84 Evaluate the progress of women's struggle for equal rights.
3.85 Compare the philosophical stances of the Warren and Burger Courts as revealed in their landmark decisions.
3.86 Analyze the reawakening of conservatism in post-Vietnam America.
3.87 Explore literature and other arts for insights into this period (e.g., M*A*S*H, Carole King's Tapestry album, Being There, All the President's Men, The Final Days, Roots, The Deer Hunter, Coming Home, The Brethren, The Right Stuff, Apocalypse Now).

1980 TO THE PRESENT

Basic Skills

4.01 Recognize Ronald Reagan as a conservative Republican president.
4.02 Name the current president and vice-president and their party affiliations.
4.03 Name Arkansas' United States senators and their party affiliations.
4.04 Name the student's United States representative and his or her party affiliation.
4.05 Identify: George Bush, Mikhail Gorbachev, Deng Xiaoping, Margaret Thatcher.
4.06 Define: conservative, liberal, federal deficit, balance of trade.

Developmental Skills

Foreign Policy: 1980 to the Present

4.25 Discuss the president's foreign policies (e.g., with Soviet Union and China; in Middle East, Central America and South Africa), and compare them to policies of the last administration.
4.26 Assess current relations between the U.S. and the U.S.S.R., describing the current trouble spots and explaining how and why difficulties developed in these areas.
4.27 Evaluate America's changing relations with China and predict the course of future relations between the two countries, basing predictions on past events and current trends.
4.28 Investigate the origins of U.S. involvement in the Middle East, and describe current American policy in the area.
4.29 Describe past U.S. interventions in Latin America, and analyze the resurgence of American intervention there.
4.30 Identify the major trends in American foreign policy from 1945 to the present.
4.31 Locate on a map: Washington, D.C., Moscow, Peking, London, Beirut, Jerusalem, Managua, San Salvador, Pretoria, Cape Town. Identify and locate the country associated with each capital.

Domestic Policy: 1980 to the Present

4.32 Discuss the president's economic and social policies, and consider how they differ from the policies of the previous administration.
4.33 Debate the current administration's policies on civil rights and affirmative action.
4.34 Investigate the environmental policies of the current administration, and compare them to policies of other administrations.
4.35 Research and discuss such issues as: nuclear energy; nuclear arms race; import quotas; trade embargoes; changing roles of women; day care; Social Security; entitlement programs; separation of church and state; censorship.
4.36 Consider the effects rapid changes in science and technology (especially computers) are having on our lives.
4.37 Investigate reasons for the changing patterns of immigration and emigration in America and around the world.
4.38 Investigate the United States' social, economic and political interdependencies with other countries and regions.
4.39 Identify: "supply-side" economics, inflation, recession, Post-Industrial Age, Moral Majority, Sandra Day O'Connor, Walter Mondale, Geraldine Ferraro, Jesse Jackson.

Extensions

Foreign Policy: 1980 to the Present

4.75 Trace developments in specific areas of American foreign policy from Truman to the present (e.g., U.S.-U.S.S.R. relations, arms talks, China, Indochina, Japan, Middle East, Central and Latin America, Europe).
4.76 Propose a foreign policy for a particular country or region which the secretary of State could argue before the president. Give reasons for your policy choices.
4.77 Predict America's role in the world of the 21st century, basing your predictions on historical events and trends.

Domestic Policy: 1980 to the Present

4.78 Compare the philosophies and leadership styles of the last three presidents.
4.79 Trace developments in specific areas of domestic policy (e.g., economic or labor policies, social programs, education, civil rights, etc.) since 1945.
4.80 Debate the merits of a constitutional amendment requiring a balanced budget.
4.81 Consider whether protective tariffs and import quotas are consistent with a firm belief in capitalism.
4.82 Read at least one of the major reports on the current state of American education and debate its conclusions.
4.83 Propose remedies for selected problems in American schools today.
4.84 Evaluate the progress of blacks in their struggle to achieve equality in a white society.

Economics

Recommended Placement: GRADES 11-12

INTRODUCTION TO ECONOMICS

Basic Skills

1.01 Define economics. (the study of how our scarce productive resources are used to satisfy human wants)
1.02 Explain why scarcity requires making choices. (unlimited wants plus limited resources)
1.03 List six goals of the U.S. economic system. (economic freedom, economic justice, price stability, efficiency, growth, full employment)
1.04 Define and discuss: scarcity, wants and needs, unlimited wants, goods and services, producers and consumers, productive resources.

Developmental Skills

1.25 Explain how some wants and needs are satisfied individually and others collectively.
1.26 Compare the relationship of poverty and affluence to wants and needs of consumers.
1.27 Explain how consumers' wants and needs affect the success or failure of businesses.
1.28 Investigate priorities various U.S. presidents have placed on meeting their citizens' wants and needs. (e.g., defense spending vs. social programs)
1.29 Discuss reasons different cultural groups have different wants.
1.30 Identify areas in which many families face scarcity and determine ways to overcome the problem.
1.31 Our state and federal governments have a scarcity of resources. Identify several and discuss how each government can deal with the scarcity and/or make decisions as to how its limited resources will be used.
1.32 Identify several people who are responsible for influencing national economic decisions.
1.33 Cite examples of government attempts to achieve each of the six goals of our economic system.

Extensions

1.75 Explain the differences between positive and normative economics. (Positive economics aims to understand how the economy works. Normative economics deals with the way the economy ought to work.)
1.76 Role-play a situation that illustrates why all wants and needs cannot be satisfied.
1.77 Identify resources which are scarce in the United States today but were not scarce 200 years ago. Give reasons for the scarcity.
1.78 Predict the resources which might become scarce in the future and suggest ways we might prevent this from happening.
1.79 Trace the development of a national economic crisis and propose solutions to the problem.
1.80 Relate personal economic needs to national economic problems.
1.81 Debate government intervention vs. a free market economy.

ECONOMIC DECISION-MAKING

Basic Skills

2.01 Define and discuss: economic decision-making, opportunity cost, trade-offs.

2.02 Identify the five steps of the economic decision-making process. (define the problem, identify alternatives for dealing with the problem, specify criteria to be employed in evaluating the alternatives, evaluate the alternatives, make a decision)

Developmental Skills

2.25 Discuss how people who are managing a business make economic decisions.
2.26 Identify areas in which government officials must make economic decisions.
2.27 Discuss how the condition of the total economy influences personal economic decisions.
2.28 Discuss the relationship of opportunity cost to decisions made by: (a) consumers, (b) producers and (c) voters.
2.29 Explain the effects of voters' economic decisions upon government services, public programs, government regulations and law.
2.30 Use a decision-making grid to make a personal economic decision.

Extensions

2.75 Analyze the following statement: "We attempt to make the best choice in order to maximize the satisfaction we obtain from our resources."
2.76 Discuss the relationship of personal values to economic decision-making.

SPECIALIZATION AND DIVISION OF LABOR

Basic Skills

3.01 Define specialization and division of labor.
3.02 State the purpose of division of labor. (to increase efficiency and productivity)
3.03 Discuss the consequences of specialization. (increase in economic interdependence; exchange of goods and services; money to facilitate exchange)

Developmental Skills

3.25 Explain how division of labor increases the supply of goods and services.
3.26 Discuss how division of labor increases interdependence.
3.27 Discuss adverse effects of specialization and division of labor on employees. (e.g., assembly line boredom, lack of feeling of accomplishment, and lack of pride in the product)
3.28 Define technology and discuss technological changes that have occurred during the students' lifetimes.
3.29 Explain how improved technology has affected job security.
3.30 Explain why labor unions did not develop in the United States until the last third of the 1800s.
3.31 Discuss why goals of employers and workers might conflict.
3.32 Explain how the conflicts between labor and management have led workers to organize themselves into labor unions.
3.33 Explain why collective bargaining is an important right of labor.
3.34 Analyze the skill requirements, education and training needed for various jobs.

Extensions

3.75 Predict the future of labor unions in the United States.
3.76 Compare medieval guild systems with present-day labor unions.

EXCHANGE, MONEY AND INTERDEPENDENCE

Basic Skills

4.01 Use a circular flow model to illustrate the exchange of money, goods and services among households, business and government.
4.02 Discuss the contributions of households to business and government. (labor, savings, property)
4.03 Discuss the contributions of business and government to households. (goods, services, wages)
4.04 Define money and barter.

Developmental Skills

4.25 Explain how goods and services are allocated in the American economy.
4.26 Discuss the flow of goods and services into and out of Arkansas.
4.27 Explain why it was considered important to make the Arkansas River navigable.
4.28 Identify four geographic regions of the United States and the major economic activity of each.
4.29 Illustrate how nations are economically interdependent.

Extensions

4.75 Survey local businesses to discover the attitudes held concerning production for export and/or the need for imports.
4.76 Investigate the amount of foreign trade on the Arkansas River.
4.77 Determine the purpose of the foreign trade zone at the Little Rock Port Authority.
4.78 Evaluate government regulation of exports and imports.
4.79 Debate the value of import quotas.
4.80 Discuss the interdependence of nations in the world economy.

ECONOMIC SYSTEMS

Basic Skills

5.01 Define economic system. (the way a society organizes itself to produce goods and services in order to satisfy human wants and needs)
5.02 Discuss the three questions to be answered by every economic system. (What will be produced? How will products be produced? For whom will products be produced?)
5.03 List the three major economic systems and identify characteristics of each. (traditional: people generally repeat the decisions made at an earlier time or by an earlier generation; command: decisions are made largely by a central authority; market economy: basic economic questions are answered by forces of supply and demand)
5.04 Cite an example of each economic system. (traditional: rural areas of less developed countries of Asia and Africa; command: Soviet Union; market economy: United States)
5.05 Define: capitalism, socialism, communism, and laissez-faire.

Developmental Skills

5.25 Explain how social values of a culture influence the economic system of that culture.
5.26 List six major characteristics of a market economy.
5.27 Compare the strengths and weaknesses of the three major economic systems.
5.28 Compare and contrast living standards under the American market and the Soviet command economies or the American and Chinese economies.
5.29 Discuss the role of labor unions in the world's economies.
5.30 Identify some economic choices others make for us.

Extensions

5.75 Prepare a chart illustrating the characteristics of the major economic systems including: (a) ownership of resources, (b) allocation of resources and (c) role of government in economic planning.
5.76 Investigate and discuss significant changes taking place in each economic system.
5.77 Explain the differences in productivity of the major economic systems.
5.78 Investigate the economic theories of Adam Smith, John Maynard Keynes, Milton Friedman or Karl Marx.
5.79 Discuss how the Soviet economy differs from that envisioned by Karl Marx.
5.80 Trace the history of the development of capitalism.
5.81 Examine the relationship between religion and economics in various cultures.
5.82 Compare the economic platforms of the two major political parties of the United States.

THE MARKET SYSTEM: SUPPLY AND DEMAND

Basic Skills

6.01 Explain how prices in a market economy are determined. (by supply and demand)
6.02 State the law of demand. (At higher prices, less of a good will be demanded than at lower prices.)
6.03 State the law of supply. (At higher prices, more of a product will be offered for sale.)

Developmental Skills

6.25 Explain, with examples, how changes in supply and demand affect consumers, workers and businesses.
6.26 Explain how tastes, income and prices influence the quantities of goods and services demanded at various prices.
6.27 Explain why demand does not reflect how much of a good an individual would like to have, but rather reflects how much he or she would buy at various prices.
6.28 Discuss how prices influence consumer purchases.
6.29 Explain price elasticity of demand. (responsiveness of buyers to a change in price)
6.30 Investigate why and how government sometimes intervenes in the pricing process to counteract the forces of supply and demand.
6.31 Explain the effects of economic decisions made by consumers on the supply and demand for goods and services.
6.32 Describe how changes in demand lead to changes in price and in quantity supplied.
6.33 Differentiate between change in demand and change in quantity demanded.
6.34 Describe how changes in supply lead to changes in price and in quantity demanded.
6.35 Explain why each of the following statements is true:
a) The price of Christmas cards is low in January.
b) The price of an antique ring is usually high.
c) The supply of turkeys goes up in November.
d) Airlines lower their fares to Florida from April to November.

Extensions

6.75 Explain how supply is affected by production costs.
6.76 Create a supply and demand schedule for a hypothetical product. Record the same information on a supply and demand graph.
6.77 Explain how income of buyers, number of buyers in the market, consumer tastes, prices of related goods and expected future price changes affect a market demand curve.
6.78 Produce a list of goods or services that might fit into each of the following categories: increased demand since 1900; decreased demand since 1900; increased demand, 1980-2000; decreased demand, 1980-2000.

MARKET STRUCTURE

Basic Skills

7.01 Define and discuss the variety of market structures, and rank or list them from one extreme to another (i.e., from pure monopoly to pure competition).
7.02 Explain the importance of competition in a market economy. (Without competition, prices are higher and resources are misallocated.)
7.03 Explain why a monopolist has more control over price than a firm in a purely competitive market.
7.04 List the four major types of business organizations (sole proprietorship, partnership, corporation and cooperative) and define each.

Developmental Skills

7.25 Name firms or industries which are examples of each of the following: pure monopoly, monopolistic competition, oligopoly.
7.26 Analyze the differences in advertising which are the results of the different market situations.
7.27 Explain why certain agricultural markets are more likely to approach the standards of pure competition than other industries.
7.28 Discuss the advantages and disadvantages of each type of business organization.
7.29 Describe the restrictions on an owner's freedom of operation in each type of business organization.
7.30 Explain how a corporation is created, owned and managed.
7.31 Investigate and discuss the operation of the stock market.
7.32 Explain why a conglomerate is, or how it can become, a holding company.
7.33 Describe the four types of cooperatives and determine which has been the most successful in the United States.
7.34 Explain why some other types of businesses claim that cooperatives provide unfair competition.
7.35 Discuss the advantages and disadvantages of big business compared to small business.
7.36 Discuss government intervention in the market through federal regulatory agencies such as Occupational Safety and Health Administration, Environmental Protection Agency, or Federal Communications Commission.
7.37 Discuss state and local government intervention in the market.

Extensions

7.75 Debate: "If we accept government control of ownership of certain monopolies as desirable, we should accept government control of ownership of all forms of business."
7.76 Debate: "The government should abstain from providing goods or services, such as electric power, that private groups or industries can provide."
7.77 Explain the effects of advertising on competition.
7.78 Investigate the Standard Oil Company's exploitation of consumers in the early 1900s.
7.79 Explain how the concept of "Social Darwinism" was used as a rationale for the cut-throat competition of the late 19th century free market economy.
7.80 Discuss ways in which the structure of a business might affect its management and operation.
7.81 Explain Arkansas' regulations for incorporating a business.
7.82 Relate the history of the corporate income tax.
7.83 Debate the pros and cons of government regulation.
7.84 Compare and contrast the ideas of Milton Friedman and John Kenneth Galbraith on the role of government in the economy.

ROLE OF GOVERNMENT

Taxing

Basic Skills

8.01 Identify and discuss the six economic functions of government. (provide public goods, maintain legal and social framework, counteract externalities or spillover effects, redistribute income, maintain competition, stabilize the national economy)
8.02 Identify three ways the government obtains money. (collects taxes, borrows, prints new money)

Developmental Skills

8.25 Identify four purposes of taxation. (transfer resources from private to public sector, redistribute income, promote growth and stability, reallocate resources in the private sector)
8.26 Discuss Adam Smith's four canons of taxation. (equitable or impartial, certain or clearly defined, convenient or easy to collect, economical or inexpensive to collect)
8.27 Identify two approaches for collecting taxes and give examples for each. (benefit received: gasoline tax, excise taxes; ability to pay: income tax, property tax)
8.28 Define and discuss tax deductions, tax credits and tax exemptions. Generate a list of examples for each.
8.29 Cite examples of the opportunity cost of increased taxes.
8.30 Discuss progressive, regressive and proportional taxes and the effects of each. Identify taxes which go into each category.
8.31 Determine how changes in the tax rate affect the level of economic activity.

Extensions

8.75 Discover why inflation is a hidden tax.
8.76 Debate the pros and cons of alternative tax proposals such as a flat rate tax or a value added tax.
8.77 Investigate the impact of taxes on income, consumption, capital formation, growth and stability.
8.78 Apply an economic decision-making model to a variety of state tax issues (e.g., the role of sales taxes and property taxes in Arkansas).

Spending

Basic Skills

9.01 Identify goods and services provided by the government. (e.g., national defense, postal service, roads and highways, water supply, police protection, education, garbage collection, etc.)
9.02 Determine why it is necessary for the government to provide public goods and services. (importance for most or all citizens, economic efficiency, spillover benefits, innovation, difficulty in getting direct users to pay, flexibility, extent of profitability in providing the good)

Developmental Skills

9.25 Prepare a graph to show how the government spends its money.
9.26 Compare the economic goals of our nation to the actual budget. Determine how well we are meeting our goals.
9.27 Explore the economic consequences of deficit in the budget.
9.28 Define and discuss transfer payments.

Extensions

9.75 Debate the pros and cons of government expenditures (e.g., national defense vs. social programs).
9.76 Discuss the advantages and disadvantages of government intervention in the market.
9.77 Determine ways the government could become more efficient.
9.78 Explain how changes in government spending affect the level of economic activity.

BUSINESS CYCLES

Basic Skills

10.01 Define business cycle. (recurring periods of variation in the level of business activity)
10.02 Name the four phases of the business cycle (prosperity, recession, depression, and recovery. Also called peak, contraction, trough, expansion) and define them.
10.03 Define inflation and unemployment and discuss some problems they create for producers and consumers.

Developmental Skills

10.25 Distinguish between a depression and a recession.
10.26 Compare the effects inflation has on these groups: debtors and creditors, savers and speculators, those with fixed and flexible incomes.
10.27 Discuss the "cost-push" explanation of inflation and its validity.
10.28 Discuss the "demand-pull" explanation of inflation and its validity.
10.29 Explain some basic problems in controlling recession and/or inflation.
10.30 Discuss types of unemployment. (frictional, cyclical, and structural)
10.31 Discuss programs which benefit the unemployed.

Extensions

10.75 Compare the characteristics of a depression to those of a period of prosperity.
10.76 Give the causes and effects of recession.
10.77 Debate the hypothesis: "A cut in federal taxes on corporations and on personal income helps to combat a depression."
10.78 Discuss how businessmen can help the economy recover from a recession.
10.79 Determine the relationship between inflation and unemployment.

MONETARY AND FISCAL POLICIES

Basic Skills

11.01 Explain how money is created when banks make loans.
11.02 Explain how the money supply affects the level of economic activity.
11.03 Define and discuss the purpose of fiscal policy. (consists of changes in taxes, in government expenditures on goods and services, and in transfer payments that are designed to affect the level of aggregate demand in the economy or to provide incentives for increasing aggregate supply)
11.04 Define and discuss the purpose of monetary policy. (actions of the Federal Reserve System to control the size of the money supply and the price of credit in order to maintain the trend of economic growth, employment, and prices at desired levels)

Developmental Skills

11.25 Explain the three tools of monetary policy used by the Federal Reserve System to influence the money supply. (discount rate, reserve requirement and open market operations)
11.26 Discuss the advantages and disadvantages of monetary policy.
11.27 Discuss some advantages and disadvantages of specific fiscal policies.
11.28 Explain the roles of surpluses and deficits in the federal budget.
11.29 Define and discuss automatic stabilizers.
11.30 Explain transfer payments and how they relate to fiscal policy.
11.31 Evaluate the impact of an increasing national debt.
11.32 Design a monetary and a fiscal policy to remedy a recession or a depression.
11.33 Design a monetary and a fiscal policy to curb inflation.

Extensions

11.75 Debate whether the Federal Reserve System should manipulate the money supply or the interest rate as it implements monetary policy.
11.76 Evaluate the relative merits of monetary policy vs. fiscal policy.
11.77 Debate whether we should use changes in tax rates or government expenditures to implement fiscal policy.
11.78 Examine the relation between politics and economic decision-making at the national level.
11.79 Discuss the impact of the economic theories of John Maynard Keynes on the U.S. economy.

ECONOMIC GROWTH

Basic Skills

12.01 Define economic growth.
12.02 Explain GNP (gross national product) as a measure of economic growth.
12.03 Identify two causes of economic growth. (e.g., increasing productive resources and improving technology)
12.04 Determine the costs (e.g., pollution, depletion of resources and congestion) and benefits (e.g., jobs, income and increased revenue) of economic growth.

Developmental Skills

12.25 Explain how the capital which results from savings and investments contributes to increased productivity.
12.26 Explore non-economic factors which influence growth. (e.g., attitude toward progress, "a day's work for a day's pay," punctuality, structured life style)
12.27 Name the two factors of production that have contributed the most to increased productivity since 1900. Discuss reasons for this.
12.28 Explain how per capita GNP is related to economic growth.
12.29 Develop a chart that shows the increases or decreases in GNP from 1950-1980. Formulate hypotheses to explain the increases and decreases. Test their validity through research.

Extensions

12.75 Analyze the rise to prominence of selected nations in particular areas of production and determine what has made one nation more prominent than another in a particular area.
12.76 Study the annual report of a large corporation. Analyze profits by division to determine the greatest source of profits for the corporation. If enough information is available in the report, develop hypotheses to explain the division's success.

GLOBAL ECONOMICS

Basic Skills

13.01 Discuss barriers to trade. (e.g., tariffs and quotas)
13.02 Discuss why corporations become multinationals. (to avoid tariffs, to be near the source of raw materials or cheaper labor)

Developmental Skills

13.25 Explain absolute and comparative advantage.
13.26 Explain how exchange rates are determined and how they affect imports and exports.
13.27 Differentiate between the balance of trade (merchandise imports and exports) and the balance of payments (all monetary movements between nations).
13.28 Explain why some foreign manufacturers might be able to produce products at a lower cost than American manufacturers.
13.29 Contrast the concepts of free trade and protectionism.
13.30 Investigate the reasons for the U.S. trade deficit.
13.31 Determine the consequences of trade barriers.

Extensions

13.75 Investigate the degree of dependence Arkansas industry has on foreign markets.
13.76 Analyze the effects of U.S. tariffs on the prices and availability of imports.
13.77 Explain the causes of the current favorable or unfavorable balance of trade of the United States.
13.78 Analyze the effects of a country's deficit in its balance of payments.
13.79 Analyze the effects a large U.S. trade deficit has on other nations.
13.80 Explain how and why production, exchange, distribution and consumption of goods tend to have a geographic basis.
13.81 Predict which nations will be the major economic world powers of 50 years hence, and cite reasons for their predicted prominence.
13.82 Trace the recent history of U.S. trade policy.

Global Studies

Recommended Placement: GRADES 11-12

Rapid changes in communication, transportation and weapons technologies have made our planet seem a very small one indeed. Countries and cultures can no longer exist in isolation. The actions of any one of them impinge on others, often very swiftly. We live, like it or not, in an era of global interdependence, and we must prepare our young people to meet the responsibilities and to cope with the demands that will be thrust upon them by this increasingly interdependent and complex world.

Global studies is a subject of such vast proportions—no less than the planet is its focus—that to bring it down to a single, simple definition of a few words is a difficult task. Rather than attempt such a feat, we present a number of the best definitions from the literature here. Each has something different to add to our understanding, but all seem to say that a global perspective is a way of looking at the world that stresses both an appreciation of diversity and an understanding of the interdependency of the world's people and its systems.

From the Center for Global Perspectives:

> Global perspectives are ways of looking at the world and our relationship to it. Intrinsic to such perspectives are: (1) an understanding of the earth and its inhabitants as part of an interrelated network; (2) an awareness that there are alternatives facing individuals, nations, and the human species, and that the choices made will shape our future world; and (3) an ability to recognize that others may have different perceptions and may prefer different choices. Such understandings, awareness, and abilities are, among others, essential building blocks for effective functioning as individuals and as citizens in a democratic society.[1]

From the Michigan Department of Education:

> Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems—social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.[2]

From a 1979 federal task force:

> Education for global perspectives is those forms of education or learning, formal or informal, which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and civilizations . . . with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world.[3]

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[1] D.C. King, M.S. Branson, and L.E. Condon, **Intercom 84/85: Education for a World in Change, A Working Handbook for Global Perspectives** (NY: Center for Global Perspectives of the New York Friends Group, Inc., 1976), 4.

[2] Guidelines for Global Education (Lansing: State of Michigan Department of Education, 1978), in H. T. Collins and S. B. Zakariya, **Getting Started in Global Education: A Primer for Principals and Teachers** (Arlington, VA: National Association of Elementary School Principals, 1982), 4.

[3] U.S. Commissioner of Education's Task Force for a Global Perspective, Report and Recommendations (Washington: Government Printing Office, 1979), in Collins and Zakariya, **Getting Started in Global Education: A Primer for Principals and Teachers** (Arlington, VA: NAESP, 1982), 4.

And finally, from the ERIC Clearinghouse for Social Studies/Social Science Education:

> ... Education for a global perspective stresses the commonalities, rather than the differences, of peoples around the globe—all of whom have the same basic needs and face the same "megaproblems." True global education deals with the interdependence of and interrelationships between all countries and regions. This subject matter is usually approached by exploring the ways in which a single issue—for example, air quality—is affected by and in turn affects the lives of peoples from a variety of cultures and regions.[4]

Because the subject matter of this course is no less than the globe, it would be folly to imagine that we could teach and learn all there is to know in global studies in one year's time. The content, in any case, is less important than the larger understandings which the definitions above seek to impart. Consequently, the objectives in this Course Content Guide for Global Studies are very broad ones. Broad as they are, they do, however, state specific learning outcomes expected for the course.

The content of global studies should be very current in nature. This is another reason the goals given here are broad ones, and the content is largely left open. If drought and famine in Africa are major world concerns today, they should be incorporated into the curriculum. If Ireland explodes again next year or the year after, some part of the curriculum should change to reflect this new development. The content can and should change to reflect current events, and it should change also to reflect the interests and concerns of the teacher and students. The course must be dynamic.

Consequently, each local district should give careful thought to the type of teacher who can best implement the program in the community. Teachers who possess such characteristics as a global vision, receptivity to diverse views, flexibility, creativity, initiative and a willingness to experiment are critical to the success of a global studies course.

Even the most creative and flexible teachers may want more guidance than these objectives offer, however, particularly when teaching the course for the first time. To aid teachers getting started in global education, a packet of materials accompanies this guide or is available from the social studies specialist, Arkansas Department of Education. Sample course outlines and information on textbooks and resources are included.

GLOBAL STUDIES COURSE CONTENT GUIDE

Seven basic themes, listed below, are emphasized in this course content guide. Each skill statement which follows ends with a number or numbers in parentheses. These numbers refer to one or more of the seven themes, indicating the theme or themes stressed by each skill statement. The theme listed first should receive the greatest emphasis.

Basic Themes:

1. Culture: the customary beliefs, social forms and material traits of a racial, religious, or social group (**Webster's New Collegiate Dictionary**, 1977); a society's way of life; all of learned behavior in an identifiable society.
2. Values: ideas that a society considers desirable or important.
3. Diversity: the condition of being different (**Webster's**).
4. Perspectives: the capacity to view things in their true relations or relative importance (**Webster's**); point of view.
5. Conflict: antagonistic state or action (as of divergent ideas, interests or persons); hostile encounter; opposition of persons or forces (**Webster's**).
6. Interdependence: mutual dependence (**Webster's**); interconnectedness.
7. Change: alteration; transformation (**Webster's**).

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[4]Teaching About Global Issues (Boulder: ERIC Clearinghouse for Social Studies/Social Science Education. Fact Sheet No. 4, September 1981).

Basic Skills

1.01 Analyze the prevailing culture of the local community and examine it from a global perspective. (1,4)
1.02 Recognize and identify one's own values and those of one's community. (2,4)
1.03 Recognize the distinctive qualities of life in societies and cultures different from one's own. (3,1,4)
1.04 Recognize that one's own views of the world are not universally shared. (4,3,2)
1.05 Recognize that perceived similarities and differences create both solidarity and conflict. (5,4)
1.06 Recognize that human groups operate as systems and that the elements of systems are interconnected: a change in any element affects many or all other elements, sometimes in unanticipated ways. (6,7)
1.07 Recognize that the world is in a state of constant and rapid change. (7)

Developmental Skills

1.25 Analyze the prevailing culture of the United States and examine it from a global perspective. (1, 4)
1.26 Relate effectively to individuals and groups in other cultures. (1,3,4,6)
1.27 Perceive that a society's culture is shaped by its history. (1,4)
1.28 Recognize that values influence personal and social behavior. (2,1)
1.29 Perceive that values are culturally based. (2,1)
1.30 Recognize that all societies are both cultural borrowers and cultural contributors. (3,1,6,7)
1.31 Recognize that one's views have been shaped by influences that generally escape conscious perception. (4,2,1)
1.32 Assess the validity of perceived similarities and differences. (5,4,3)
1.33 Perceive systems (e.g., social, cultural, political, economic, technological or ecological systems) as interlinked rather than isolated entities: a change in any one system affects many or all systems, sometimes in unanticipated ways. (6,7)
1.34 Analyze and explain the causes and consequences of change. (7)

Extensions

1.75 Perceive human beings as a single, culture-creating species. (1,4)
1.76 Compare the values of diverse cultures and analyze the relationship of the values to the cultures which produced them. (2,3,1,6)
1.77 Recognize the validity of ideas, attitudes and feelings of individuals and groups whose views may be significantly different from one's own. (3,4,2)
1.78 Develop the ability to project one's self into alternate perspectives. (4,3)
1.79 Recognize and analyze conflicts that arise from such variables as age, sex and physical traits in addition to those arising from such factors as politics, ideologies or economics. (5,3,4)
1.80 Analyze interconnections within or among systems and predict the effects of new interconnections. (6,7)
1.81 Recognize that international interactions occur through many channels other than political; determine these channels and analyze the interactions which occur through them. (6)
1.82 Develop a scope of alternatives for dealing with change, recognizing choices and opportunities for action. (7)

World Cultures

Recommended Placement: GRADES 9-10

World cultures courses, sometimes referred to as "regional" or "area studies," should provide in-depth analysis of selected cultures or culture areas from both the Western and non-Western worlds. As addressed in the objectives below, the concept of social institutions—family, government, economics, education and religion, or world view—as well as other universals of culture, should be used to examine a number of diverse societies. By concentrating on the common themes in human life, similarities among groups will be emphasized rather than differences.

The approach suggested by the objectives in this guide is more sociological than historical, so teachers with strong backgrounds in sociology, anthropology or cultural geography will be more comfortable with this course than historically-oriented teachers.

SOCIETY AND CULTURE

Basic Skills

1.01 Define society and culture and distinguish between the two. (society: self-perpetuating social structure that is relatively self-sufficient, endures beyond lifetimes of its members, and occupies a specific territory; culture: attitudes, beliefs, knowledge and ways of behaving shared by the people of a society. "A society is composed of people; the way they behave is their culture" -M.J. Herskovits.)

1.02 Explain how culture influences the way a group meets its basic needs for food, clothing and shelter. (e.g., White men built sod houses on the plains while some Indians lived in teepees on the plains. Geography and climate do not explain the difference in shelters; culture does.)

1.03 Define: artifacts, cultural diversity, cultural pluralism, cultural universals, ethnic group, ethnocentrism, material culture, race, socialization stratification.

Developmental Skills

1.25 Discuss the nine fundamental needs of societies. (care and rearing of children; assignment of status; food, shelter and clothing; regulation and protection of property; maintenance of order; world view; esthetic expression; communication; and, possibly, defense and aggression)

1.26 Compare the ways traditional and modern societies (and rural and urban societies) meet the nine fundamental needs. Use specific examples in the comparisons.

1.27 Compare the material components of a number of cultures (food, clothing, shelter, tools, machines, works of art, technology) and discuss what these components reveal about the cultures which produced them.

1.28 Define: acculturation, cultural hegemony, cultural relativism, culture shock, discrimination, dysfunction, prejudice.

Extensions

1.75 Compare the ways a number of Eastern and a number of Western societies meet one or more of their people's fundamental needs, and draw conclusions about any patterns which might develop among the comparisons.

1.76 Explain why the components of material culture vary from culture to culture.

GEOGRAPHY

Basic Skills

2.01 Identify and locate on a map countries, continents and cultural regions including, but not limited to, China, Southeast Asia, Australia, Indian subcontinent, Middle East, U.S.S.R., Europe, Africa, North America, Central America and South America.
2.02 Identify the major physical and climatic characteristics of the countries or regions under study.
2.03 Explain how the land and climate influence the things people make and do (e.g., in food, clothing, shelter, transportation, occupations, religion, customs, education, recreation, the arts, etc.).

Developmental Skills

2.25 Explain how people modify or adapt to natural settings in ways that reflect their cultural values, economic and political circumstances and technological abilities.
2.26 Analyze the extent to which a nation's lack of clearly defined natural boundaries influences its culture and its history (e.g., in Poland, Belgium, Middle Eastern nations).

Extensions

2.75 Compare the modifications and adaptations different cultures have made to their natural environments, and analyze the cultural values, economic and political circumstances and/or the technological abilities these changes and adaptations reveal.
2.76 Analyze the influences that geographical location and major physical and climatic characteristics have had upon the history of a country or region.
2.77 Identify nations whose political boundaries cut across and, therefore, divide cultural regions, and explain the consequent problems faced by the nations and cultural groups involved.

INSTITUTIONS

Basic Skills

3.01 Identify the five major institutions common to most societies (family, government, economics, education and religion, or world view) and recognize the general purpose of these institutions. (to meet the needs of group life)

Developmental Skills

3.25 Explain how a society's major institutions (family, government, economics, education, world view) meet the nine fundamental needs of a society.
3.26 Discuss reasons for variations in institutions among societies.
3.27 Determine the familial, political, economic, educational and religious stratification within a society. (i.e., Who holds the power in each institution and in society as a whole?)

Extensions

3.75 Consider whether a society can function without one or more of the five major institutions.
3.76 Explain and give examples of institutional dysfunction and its results. (e.g., government: The Czarist government was too slow to respond to its citizens needs; it was overthrown. The Iranian Shah's government brought too much social change too quickly; it, too, was overthrown.)

Family

Basic Skills

4.01 Define the family (a socially defined set of relationships between at least two people who are related by birth, marriage or adoption) and identify the functions the family fulfills in society. (reproduction, physical care, psychological care, education, recreation, economic well-being, social status)

4.02 Identify the varieties of family structures (nuclear; extended, including clans and other kinship systems; and alternative forms such as single parenthood, cohabitation and communes) and give examples of each.

4.03 Identify the different forms of marriage (monogamy, serial monogamy, polygamy) and cite examples of cultures in which these forms are prevalent.

4.04 Identify personal choice and marriage arrangement as the two principal types of mate selection, and cite examples of cultures which practice each.

Developmental Skills

4.25 Examine the varieties of ways in which families fulfill their functions in different societies.

4.26 Compare the family structures of different cultures and consider the conditions within a particular culture which support one type of family structure over another.

4.27 Relate a particular marriage form to a specific culture, and discuss the cultural characteristics which support that form of marriage over another.

4.28 Discuss the characteristics of a culture which support arranged marriages and discourage love matches.

Extensions

4.75 Investigate trends in family life characteristic of different regions (marriage age, divorce rates, family sizes, male and female roles, etc.) and identify forces which might be shaping these trends.

4.76 Analyze the effects of urbanization on structures and functions of the family.

4.77 Analyze conditions which have made serial monogamy (marriage-divorce-marriage) more common in our culture today than it was 50 years ago.

4.78 Explain the connection between social class and type of mate selection in Western cultures (i.e., historically, upper classes are more likely than lower to marry by arrangement), and determine if social class and mate selection are similarly linked in Eastern cultures.

Government

Basic Skills

5.01 Recognize that government, in its broadest sense, operates as a form of social control and exists independently of any sort of institutional political structure.

5.02 Recognize that the term government, as we ordinarily use it, refers to the institutionalized political structure of government.

5.03 Identify the primary functions of any government. (maintaining internal order and external security; ensuring justice; safeguarding individual freedoms; regulating other institutions and groups; promoting the general welfare)

5.04 Identify and define the two major classifications of government (democracies: governments based upon a popular vote; autocracies: governments in which one individual or group of individuals retains power independently of the will of the people) and give examples of each.

5.05 Distinguish among democratic, fascist and communist political systems.

Developmental Skills

5.25 Explain how the family, school, peer group and organized religion aid the government in social control.
5.26 Explain, for any society studied, how the government fulfills its primary functions (i.e., of maintaining order and security; insuring justice; safeguarding freedoms; regulating other institutions and groups; promoting the general welfare).
5.27 Compare concepts and systems of justice among societies.
5.28 Identify and discuss the various forms of democracy and autocracy and the major characteristics of each.
5.29 Identify the conditions within a culture which produce either a democratic or autocratic form of government for that culture.
5.30 Define: customs, deviance, justice, laws, mores, norms, punishments, rewards, rules, social control, socialization.

Extensions

5.75 Compare the ways democratic and autocratic governments use the family, school, peer group and organized religion for social control.
5.76 Compare the ways democratic and autocratic governments fulfill their primary functions.
5.77 Create an ideal government, addressing each of a government's primary functions; justify choices made.
5.78 Assuming that forms of government are continually evolving in response to social and economic conditions, explore a Third World culture in transition and predict the form of government it is likely to have in the future, given current social and economic trends and considering its cultural traditions.

Economic Systems

Basic Skills

6.01 Recognize an economic system as the particular way a society organizes itself to produce goods and services in order to satisfy human wants and needs.
6.02 List the three major economic systems and their characteristics. (traditional: people generally repeat the decisions made at an earlier time or by an earlier generation; command: decisions are made largely by a central authority; market economy: basic economic questions are answered by forces of supply and demand)
6.03 Cite an example of each economic system. (traditional: rural areas of less developed countries of Asia and Africa; command: Soviet Union; market economy: United States)
6.04 Recognize that economics can be a source of conflict both within and among societies (e.g., over who makes economic decisions: capitalists vs. communists; over what to produce: guns vs. butter; over distribution of goods: upper class vs. lower or First World vs. Third). Identify and discuss examples of economically-based conflicts.
6.05 Define: capitalism, socialism, communism, laissez-faire, standard of living.

Developmental Skills

6.25 Classify societies by their primary mode of subsistence (i.e., hunting-gathering, pastoral, horticultural, agrarian, industrial or post-industrial) and by type of economic system (traditional, command or market). Draw conclusions about the relationship between the two.
6.26 Discuss the ways each society or economic system answers the fundamental economic questions: 1) What will be produced? 2) How much will be produced? 3) How will resources be allocated for production? and 4) For whom will the products be produced?

6.27 Discuss the roles each of a society's other major institutions (family, government, education, world view) plays in its economy.
6.28 Explain how the values of a culture influence the economic system of that culture.
6.29 Compare per capita incomes of different cultures and of different classes within cultures. Explain how poverty is defined in each culture.
6.30 Define: factors of production, division of labor, free enterprise, property, surplus, deficit, law of supply and demand, capital, Industrial Revolution.

Extensions

6.75 Discuss some of the important ways in which economic factors have influenced human culture. (e.g., Man's problems in adjusting himself to his physical environment are largely economic; technological progress is largely motivated by man's attempts to improve his economic situation; economic factors play an important role in shaping the mores and institutions of every society.)
6.76 Analyze the relationship between the religion and the economic system of a culture. (e.g., Compare Max Weber's theories in **The Protestant Ethic and the Spirit of Capitalism** to R. H. Tawney's in **Religion and the Rise of Capitalism.**)
6.77 Examine the distribution of wealth within a society and analyze the cultural values which support such a distribution.
6.78 Compare the economic "rewards" of workers in capitalist, socialist and communist economies. Use specific examples to support the comparisons.

Education

Basic Skills

7.01 Explain the primary purpose of education. (to transmit to each new generation the knowledge, ideals and way of life of the group)
7.02 Recognize that education operates as a principal means of social control because it teaches people to behave according to socially approved patterns.
7.03 Distinguish between formal and informal education, giving examples of each. (Formal education generally occurs in groups organized for the purpose; informal education occurs mainly in day-to-day contact with the family and community.)
7.04 Explain why different cultures have different types of educational systems. (Different cultures educate for different purposes: e.g., highly structured educational systems train students to fit into highly structured societies.)

Developmental Skills

7.25 Discuss some of the possible secondary functions of formal education. (keeping youth occupied; keeping youth out of the labor market; instrument of social change, etc.)
7.26 Discuss the relative effectiveness of formal education (schools, colleges, etc.) versus informal education (family, peers, experience, media and so on).
7.27 Determine how education is valued in a culture. (e.g., Compare the value the culture places on education for men and for women.)
7.28 Investigate the educational system of a particular culture and explain how that system supports the culture better than alternative educational systems might.

Extensions

7.75 Debate the differences between educating for citizenship and indoctrinating for citizenship, supporting the argument with examples from a variety of educational systems.

7.76 Decide whether mass media, peer groups and other types of informal education generally support or generally contradict the aims of formal education. If they contradict, propose measures formal education might take to counteract these contrary influences.

7.77 Identify goals of the American educational system and evaluate the system's progress toward its goals. Consider the strengths and weaknesses of the goals and of our methods of achieving them.

7.78 Compare educational systems and their functions in cultures in which education is primarily 1) family-controlled, 2) community-controlled and 3) government-controlled.

World Views

Basic Skills

8.01 Define world view. (a culture's explanations of man, the universe and the meaning of life)

8.02 Recognize that the world view held by a culture (e.g., Hinduism and Buddhism in India; Catholicism in Spain; communism in the U.S.S.R.) influences its economic, political and social institutions as well as its arts, language and literature.

8.03 Describe the functions of religion or of a world view. (to integrate and stabilize society by providing meaning and comfort in life, by establishing norms of behavior, and by strengthening social bonds among the believers)

8.04 Recognize that religion sometimes creates conflict among those who believe differently. Identify and discuss both current and historical examples of conflicts between religions.

8.05 Define: Christianity, Islam, Hinduism, Buddhism, Judaism, communism.

Developmental Skills

8.25 Distinguish among cultural values, philosophy and religion.

8.26 Discuss the impact of a culture's predominant world view on its political, economic and social institutions.

8.27 Investigate the influence of a culture's predominant world view on its arts, language and literature.

8.28 Explain how Christianity, Islam, Hinduism, Buddhism, Judaism and communism each fulfills the main functions of a world view.

8.29 Explain how the world view held by a culture influences current events (e.g., Islam and Judaism in the Middle East; Catholicism in Latin America; communism and Catholicism in Poland).

8.30 Define: sacred, profane, secular, symbol, ritual, church, mosque, temple, synagogue, sect, cult, animism, magic, mythology, theism, monotheism, polytheism, witchcraft.

Extensions

8.75 Explore a particular world view in the context of a single country, investigating its beginnings, historical development, sacred writings, beliefs, practices and values, or its impact on history, culture, contemporary issues and the arts.

8.76 Analyze a piece of literature or a work of art for the values it reveals in the culture which produced it.

8.77 Create a piece of literature or artwork which might reveal to future generations something of our culture's values and traditions.

8.78 Relate the nature of Eastern and Western religions to the overall cultures in which they exist.

8.79 Consider why all cultures have a religious or folklore "point of origin," as in the Navaho earth mother, the Aztec sun god and the Christian Genesis account.

8.80 Reconcile the peaceful goals of most religions with the fact that many wars have been fought in the name of religion.

8.81 Identify wars fought in the name of religion and assess whether religion was indeed the sole—or even the main—cause of the conflict.

CULTURAL CHANGE

Basic Skills

9.01 Recognize that culture is not static; it grows and changes in response to both internal and external forces.

9.02 Identify and discuss factors which contribute to cultural change. (e.g., cultural diffusion, technological development, trade and travel, wars, ideas and ideologies, planned group action, geography and climate)

9.03 Identify and discuss factors which create resistance to change. (e.g., habit, valuing the status quo, vested interest in the status quo)

9.04 Define: cultural change, cultural borrowing, cultural diffusion, cultural lag, acculturation.

Developmental Skills

9.25 Investigate some changes which have occurred within a culture in the last 25 years and determine, if possible, the factors contributing to those changes.

9.26 Identify and discuss historical developments which have produced major cultural changes (i.e., development of agriculture, invention of writing, invention of printing, rise of modern science, Industrial Revolution, development of rapid transportation and communication).

9.27 Consider the problems which occur in any culture which changes either too rapidly or too slowly. Use specific examples of problems and cultures in the discussion.

Extensions

9.75 Investigate some changes which have occurred within a culture in the last 25 years and debate the progress and problems resulting from those changes.

9.76 Analyze the cultural changes provoked by one or more of the following historical developments: development of agriculture, invention of writing, invention of printing, rise of modern science, Industrial Revolution or development of rapid transportation and communication.

9.77 Identify factors within the local community which either promote change or resist it.

COMMUNICATION

Basic Skills

10.01 Identify the five most widely spoken languages in the world. (Mandarin Chinese, English, Spanish, Russian, Hindi)

10.02 Identify and discuss the forms of communication. (verbal: oral and written; non-verbal: facial expressions, posture and stance, gestures, clothing and hair styles, interpersonal distance, touching)

10.03 Recognize that because people can communicate by means of language, the knowledge of a group can develop, accumulate and be handed down from generation to generation. In other words, language preserves culture.

10.04 Explain how sharing a common language strengthens a group. (A common language generally indicates a shared culture and all that it embodies, including a common heritage and a common world view. This promotes a feeling of belonging, and of "we" against "they.")

Developmental Skills

10.25 Determine the geographical origins of the five most widely spoken languages, locate them on a map, and consider where and why each has become so widely spoken.

10.26 "I hear and I forget; I see and I remember." Discuss the impacts on cultures which major changes in writing and printing technologies have had.

10.27 Explain why a multi-lingual society or nation is likely to have problems unifying its members or its citizens. Cite examples of multi-lingual countries and investigate the problems they have experienced.

10.28 Discuss the effects that mass media has on the major institutions (family, government, economics, education and world view) within a society.

10.29 Recognize that cultural borrowing and cultural diffusion often take place through language. Illustrate this by exploring the etymologies of words.

10.30 Discuss the effects that advances in communications systems have had on the rates of cultural borrowing and diffusion.

10.31 Define: expressive culture, idiom, slang, jargon, propaganda, mass media.

Extensions

10.75 Explain how language, to some extent, shapes our perceptions of reality. (e.g., Feminists believe that "sexist" language perpetuates social inequalities between men and women.)

10.76 Explain how any language embodies and propagates a world view and cite examples to illustrate this.

10.77 Imposing a language on another group is one form of cultural domination. Find historical and current examples of attempts to assert linguistic domination, and evaluate the success or failure of the dominant group in subverting the minority culture.

10.78 Discuss and compare words, phrases and styles of music used to promote patriotism in a variety of national anthems.

10.79 Read a folktale, fable or children's story from a particular culture and identify the values reflected in the plot or moral.

10.80 Read several proverbs or sayings from a culture and speculate about the values they might reflect.

10.81 Explain why arts and literature take different forms in different cultures.

World Geography

Recommended Placement: GRADES 9-10

This course content guide outlines the minimum concepts and skills a student should glean from a one-semester course in world geography. World geography, like all geographic education, focuses on four essential questions:

- Where are things located?
- Why are such things located in those particular places?
- How do those particular places influence our lives?
- What global patterns of physical and cultural characteristics can we discern?

Five fundamental themes are basic to our understanding of these questions and their answers. These themes, of location, place, interrelationships, movement and regions, provide the structure for this course guide. The themes, and many of the objectives which follow, have been identified by the Joint Committee on Geographic Education as the concepts and learning outcomes basic to geographic education in the secondary school.* In this one-semester course, the five basic themes should be applied to selected regions and to the relationships between regions as students attempt to answer the four essential questions above.

EARTH-SUN RELATIONSHIPS

Basic Skills

1.01 Identify the source of power for the earth's life-supporting environment. (the sun)
1.02 Explain how day and night are functions of the earth's rotation on its axis and its relationship to the sun.
1.03 Explain how seasons are caused by rotation, revolution, and the tilt of the earth on its axis.
1.04 Explain the relationship between time zones and the rotation of the earth. (Earth rotates on its axis 15° of longitude in one hour. Standard time zones are 15° across. There are 24 time zones and 24 hours in a day because 24 X 15° = 360°, or a complete circle.)
1.05 Define: spring equinox, fall equinox, summer solstice, winter solstice, equator, International Date Line, Prime Meridian, standard time zone.

LOCATION: POSITION ON THE EARTH'S SURFACE

Basic Skills

2.01 Name and locate major water bodies and land masses.
2.02 Identify and locate a large number of important places and features in many parts of the world.
2.03 Determine distance, direction and scale using symbols on a map.
2.04 Locate places using a system of mathematical coordinates in an arbitrary grid system (absolute location).
2.05 Describe locations in terms of relationships with other locations (relative location).

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*Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers, **Guidelines for Geographic Education: Elementary and Secondary Schools**, 1984.

2.06 Recognize that location is a significant aspect of every activity, event, person, place, and physical and cultural feature on earth.

Developmental Skills

2.25 Use maps to ask questions about the distributions of earth features.
2.26 Discuss maps as a primary geographic tool.
2.27 Distinguish among various map projections and discuss how map projections distort perceptions of relationships on the earth.
2.28 Explain how location influences activities and processes that occur in different places.
2.29 Describe how physical and cultural attributes of one location interact with attributes of other locations.
2.30 Explain how the significance and importance of locations change as cultures change their interactions with each other and with the physical environment.
2.31 Recognize that the knowledge of locations and their characteristics is a key factor in understanding human interdependence.

Extensions

2.75 Recognize the differential rates of change in interactions between places.

PLACE: PHYSICAL AND HUMAN CHARACTERISTICS

Basic Skills

3.01 Recognize that places are distinctive in terms of their physical and human characteristics.
3.02 Identify physical features which distinguish one place from another. (e.g., climate, soil, water and vegetation patterns)
3.03 Identify the man-made features which distinguish one place from another. (e.g., cropland, mines, roads, bridges, buildings—domestic or commercial, etc.)
3.04 Relate how human activities and culture create a variety of different and similar places.
3.05 Explain how intensive human activities can dramatically alter the physical characteristics of places. (e.g., clear-cutting, urbanization)
3.06 Give examples of ways that places can be damaged, destroyed or improved through natural processes or human actions. (e.g., beach erosion from wind and tides; deforestation due to lumbering; cultivation in the desert through irrigation)
3.07 Define: climate, weather, seasonality, latitude belt, landform, physical boundary, political boundary, population, population density, demography, topography.

Developmental Skills

3.25 Explain how place may be defined by physical or man-made features or by a combination of the two.
3.26 Describe and interpret complex physical processes that produce the geological, biological and other natural features of places.
3.27 Understand how different groups in society may view places differently (e.g., depending on life stage, gender, class, ethnicity, or values and belief systems).
3.28 Give examples of how humans view a single place from many perspectives (e.g., as a cultural center, source of an important resource, political trouble spot or origin point of a desired product).
3.29 Define: atmosphere, lithosphere, hydrosphere, biosphere, ecosystem, habitat regions.

Extensions

3.75 Describe ways in which people define, build and name places and develop a sense of place.
3.76 Discuss why places are important to individual human identity and as symbols for unifying a society.
3.77 Give examples of how the significance and meaning of places change over time.
3.78 Observe the physical and human characteristics of places by observation in the field (using qualitative descriptions and quantitative recording) and by observation of photographic evidence, including aerial and satellite photography (describing elements and recognizing patterns).
3.79 Acquire data about people's geographic activities and the physical and human characteristics of places through interviews (preparing simple questionnaires, identifying appropriate people to interview, conducting an interview) and through statistical data (e.g., basic census data, other community statistics, seasonal and annual climatic data).

RELATIONSHIPS WITHIN PLACES: HUMANS AND ENVIRONMENTS

Basic Skills

4.01 Give examples of ways people evaluate and use natural environments to meet basic human needs.
4.02 Recognize that human changes to natural settings are based on cultural appraisals and occupance.
4.03 Describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.
4.04 Give examples of how human alterations of physical environments have had positive and negative consequences.
4.05 Define: environment, technology, natural resources, renewable and non-renewable resources, culture, social institutions, perception, global perspective, community, rural, urban, suburban.

Developmental Skills

4.25 Describe several ways in which people inhabit, modify and adapt culturally to different physical environments.
4.26 Recognize that each culture group sees different possibilities and constraints in physical environments.
4.27 Discuss how resources are defined in relation to time, place, need and culture.
4.28 Explain why humans attempt to control the quality of the natural environment and to mitigate the effects of hazardous natural events such as drought, floods, earthquakes and hurricanes.

Extensions

4.75 Analyze the impact latitude has upon people and their activities in certain regions.
4.76 Predict the extent to which increasingly sophisticated technologies will allow us to ignore the vagaries of climate in our outdoor activities.
4.77 Investigate the influences that geographic land features have on settlement patterns and subsequent economic development.
4.78 Investigate ways that humans are changing landforms in the world and predict the consequences of these changes.

4.79 Identify important global problems with geographic dimensions (e.g., deforestation, desertification, pollution, overfishing), and propose suggestions for improvement. Do this for developed and developing nations.

4.80 Examine relationships between personal and national choices and the consequences of these choices for people in other world regions.

MOVEMENT: HUMANS INTERACTING ON THE EARTH

Basic Skills

5.01 Describe ways in which people move themselves, their products and their ideas across the earth.

5.02 Recognize that movements reflect global patterns of interaction between people in distant and nearby places.

5.03 Recognize that few places are self-sufficient and therefore extensive human networks of transport and communications link places together.

5.04 Recognize that movements are concentrated in some areas and sparse in other areas, thereby creating patterns of centers, pathways and hinterlands.

5.05 Describe how changes in transportation and communications technology have increased the speed and frequency with which people, goods and ideas move from place to place.

5.06 Discuss how movements can be planned and organized to save energy, reduce travel time and conserve resources.

Developmental Skills

5.25 Explain why human activities require movement.

5.26 Explain why and in what ways all cultures are interdependent.

5.27 Explain how movement facilitates cultural diffusion.

5.28 Discuss how over time movements have increased in speed and frequency.

5.29 Explain why movements are concentrated in some areas and sparse in other areas.

5.30 Compare a country's degree of self-sufficiency or interdependence with its level of industrialization.

5.31 Explain why improving ease of movement requires careful analysis to determine the best location for each human activity.

Extensions

5.75 Map trade routes, particularly those connecting developed and developing nations. Draw conclusions.

5.76 Map the import and export trade between Arkansas and the world. Analyze the picture.

5.77 Map the movements of a family for a day and classify each activity as to purpose (economic, educational, leisure, etc.). Draw conclusions.

5.78 Analyze migration patterns between rural and urban areas or between regions at different levels of development.

REGIONS: HOW THEY FORM AND CHANGE

Basic Skills

6.01 Recognize that regions are basic units of geographic study.

6.02 Recognize that region is a conceptual tool to help make general statements about complex reality.

6.03 Describe how regions vary in scale from very small to very large.
6.04 Recognize that regions are subdivided into working units. (e.g., Europe: Eastern, Western, Mediterranean and Northern)
6.05 Explain how regions may be defined by physical or cultural features or by a combination of both.
6.06 Identify physical elements which characterize a region. (e.g., climate, soil, water and vegetation)
6.07 Identify cultural elements which might characterize a region. (e.g., language, religion, political systems, economic activities)

Developmental Skills

6.25 Describe how the concept of regions relates local places in a system of interactions and connections.
6.26 Divide several large regions, such as the U.S.S.R. or Africa, into smaller regions based on race, language, nationality, religion or some other cultural characteristic.
6.27 Outline regions on the basis of physical elements.
6.28 Outline regions on the basis of movement and concentrations of different cultural groups.

Extensions

6.75 Classify world regions on the basis of industrial development. Draw conclusions.
6.76 Interpret maps and charts to gain information and to draw conclusions about regions of the world (e.g., concerning uneven global distribution of resources, or regional illiteracy rates, or birth and death rates, etc.).
6.77 Predict the growth potential of a region on the basis of information about its climate, soil, water and vegetation and its current level of human technology.

USING GEOGRAPHIC INFORMATION

Basic Skills

7.01 Develop systematic combinations and classifications of both descriptive and statistical data.
7.02 Prepare tables; include the title and the source of data and label the categories.
7.03 Prepare graphs (bar, line, pie); include the title and the source of data and label the categories.
7.04 Prepare maps using area and point data; include the title, scale, legend and orientation.
7.05 Prepare well constructed, interpretive oral and written reports to accompany maps, graphics and other geographical data.
7.06 Translate tabular and graphic information to verbal form (e.g., as in describing trends).
7.07 Interpret point, line and area spatial patterns of maps, and compare the spatial patterns to propose relationships.

World History

Recommended Placement: GRADES 10-12

World history is the study of the events and forces which have shaped human life since the beginning of recorded time. The events and forces studied are, more often than not, political or economic in nature; the approach is generally chronological.

In a world history course, non-Western history must play as large a part in the subject as the story of Western civilization. Due to the vast scope of the content area, and because no two teachers and no two textbooks emphasize the same events, no attempt has been made to outline or otherwise specify the content of what should be taught beyond the stricture given above. However, certain concepts can and should be emphasized throughout the course. These concepts are listed below and are expanded in the course content guide which follows. In the guide, each skill statement ends with a number or numbers in parentheses. These numbers refer to one or more of the concepts stressed by each skill statement.

Cognitive Concepts of History*

1. **Historical Interpretation**
2. **Cause and Effect**
   a. Multiple Causation
   b. Continuity
   c. Change
   d. Challenge and Response
   e. Leadership
3. **Time Perspective**
   a. Chronology
   b. Rate of Change
   c. Repetitiveness
4. **Geographical Perspective**
   a. Location
   b. Humans and Environments
5. **Human Experience**
   a. Institutions
   b. World Views
   c. Nation States and Nationalism
   d. Interdependence

Basic Skills

1.01 Recognize that the history we study is not necessarily the story of what actually happened in the past, but rather it is someone's interpretation of what happened. (1)

1.02 Determine the multiple causes of a given event. (2a)

1.03 Recognize that effects, in turn, become causes of future events. (2b)

1.04 Recognize that change has been a common characteristic of human societies, with the rate of change accelerating as societies modernize. (2c)

1.05 Cite examples of challenges (e.g., Francis Drake's plundering of Spanish ships, Commodore Perry's visit to Japan, Hitler's occupation of the Rhineland) and identify the responses they provoked; recognize that alternative responses might have altered the course of events. (2d)

1.06 Recognize that leadership of certain individuals (e.g., Lenin, Mao Tse-tung, Hitler, Ghandi), when combined with certain circumstances, has often profoundly altered the course of history. (2e)

1.07 Arrange a series of events in chronological order, including a series of events B.C., a series of events A.D., and a series spanning B.C. and A.D. (3a)

1.08 Distinguish between revolutionary change and evolutionary change and cite examples of each. (3b)

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*Adapted from The Use of Social Studies Concepts in Curriculum Development (Harrisburg: Pennsylvania Department of Education, 1983 reprint), 19-21.

1.09 Identify recurring cycles in history (e.g., war, prosperity, peace, recession) which might suggest that "history repeats itself." (3c)

1.10 Identify and locate on a map countries, continents and cultural regions including, but not limited to, China, Southeast Asia, Australia, Indian subcontinent, Middle East, U.S.S.R., Europe, Africa, North America, Central America and South America; and identify the major physical and climatic characteristics of the countries or regions under study. (4a)

1.11 Explain how geography, climate and natural resources influence daily life (e.g., in food, clothing, shelter, transportation, occupations, politics, etc.). (4b, 2)

1.12 Identify the five institutions common to all societies (government, economics, religion or world view, family, education) and recognize that the structures of these institutions vary from society to society. (5a)

1.13 Recognize that the world view held by a culture (e.g., Hinduism and Buddhism in India; Catholicism in Spain; communism in the U.S.S.R.) influences its economic, political and social institutions as well as its arts, language and literature. (5b, 2)

1.14 Recognize the characteristics of a nation-state (a permanent population, a fixed territory, a government and a capacity for international relations), and explain the problems faced by a nation-state when its citizens are of diverse ethnic, cultural or historical backgrounds and speak different languages (e.g., as in Switzerland, India, Russia and Canada). (5c)

1.15 Recognize that all human groups are part of a world-wide system, with the result that changes in any group or changes caused by any group can have consequences throughout the world and for future generations* (e.g., Russian Revolution of 1917 had consequences not only for Russia but for world; U.S. economic policies create high U.S. interest rates which attract both domestic and foreign investors and which influence foreign economies). (5d, 2)

Developmental Skills

1.25 Explain how interpretations of events will vary according to general emotional climate, prevailing politics, passage of time, attitudinal changes and interpreters' biases, and analyze an historical account accordingly. (1)

1.26 Explain the interrelationships among the multiple causes of a given event. (2a)

1.27 Relate a past event to modern times (e.g., because of the Papal Line of Demarcation of 1494, Brazil is the only South American country with a Portuguese heritage; Korea and Germany are divided nations due to events of World War II). (2b)

1.28 Identify dysfunctions which commonly arise in rapidly changing societies; consider reasons for their occurrence; and propose strategies for coping with the dysfunctions. (2c, 2d)

1.29 Explore alternative available responses to a given challenge and determine reasons a particular response was chosen and others were rejected. (2d)

1.30 Speculate whether an historically successful leader (e.g., Charlemagne, Mohammed, Menelik II of Ethiopia, Simon Bolivar) would have been successful under a different set of conditions. (2e)

1.31 Construct parallel time lines for two countries or cultures, and discuss the interdependence of the two cultures illustrated by the time lines. (3a, 5d)

1.32 Compare the effects of revolutionary change to those of evolutionary change. (3b)

1.33 Discuss the idea that "Those who do not remember the past are condemned to relive it" (George Santayana). (3c)

1.34 Analyze the extent to which a nation's lack of clearly defined natural boundaries influences its history (e.g., in Poland, Belgium, Middle Eastern nations). (4a, 2)

1.35 Explain how people modify or adapt to natural settings in ways that reflect their cultural values, economic and political circumstances, and technological abilities. (4b, 2)

1.36 Compare the institutions of industrialized societies with those of non-industrialized societies. (5a)

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*J.R. Kinghorn with R. Hanvey and J. Vaughn, A Guide to Four Essential Themes: Global Realities (Dayton: Charles F. Kettering Foundation), 9.

1.37 Explain how the world view held by a culture influences current events (e.g., Islam in the Arab world; Judaism in Israel; Catholicism in Latin America; communism and Catholicism in Poland). (5b, 2)
1.38 Analyze a piece of literature or a work of art for the values it reveals in the culture which produced it. (5b)
1.39 Explore the powerful role nationalism has played in international affairs since the later Middle Ages. (5c)
1.40 Discuss an event in the history of one country or region and identify changes the event created both within the country and without (e.g., The Aswan High Dam has improved agriculture in Upper Egypt. In its planning stages, however, it involved power politics between East and West and led to Egypt's seizure of the Suez Canal.). (5d, 2)

Extensions

1.75 Examine several accounts of one event and compare the authors' viewpoints to one another and to the facts, insofar as the facts can be determined. (1)
1.76 Hypothesize how history might have been altered if one or more problems causing a given event had been resolved in advance. (2a)
1.77 Discuss the idea that the more things change the more they remain the same. (2b)
1.78 Predict changes which are likely to occur in Third World societies as they begin to industrialize and justify the predictions with examples from history. (2c)
1.79 Evaluate alternative responses available for a given challenge, and determine which might have been the best response. (2d)
1.80 Recognize that leadership styles vary, and consider how leaders may rise or fall according to their stylistic responses to the specific conditions of their time. (2e)
1.81 Construct parallel time lines for several cultures (e.g., W. European, Islamic, Chinese), and draw conclusions about the rise and fall of civilizations or about periods of peace and war and the flowering of cultures. (3a, 2)
1.82 Analyze and compare the causes of revolutionary and evolutionary change. (3b)
1.83 Propose ways to break harmful or negative historical cycles. (3c)
1.84 Compare a number of older and current maps of a specific country or region (e.g., Poland, Germany, Eastern Europe, African continent, Indochina), and draw conclusions about changes in political boundaries over time. (4a)
1.85 Compare the modifications and adaptations different cultures have made to their environments, and analyze the cultural values, economic and political circumstances, and technological abilities these changes and adaptations reveal. (4b, 5b)
1.86 Trace the evolution of an institution in a particular society over time. (5a, 3)
1.87 Explore a particular world view in the context of a single country, investigating its beginnings, historical development, sacred writings, beliefs, practices and values or its impact on history, culture, contemporary issues or the arts. (5b, 2)
1.88 Create a piece of literature or artwork which might reveal to future generations something of our culture's traditions. (5b)
1.89 Evaluate the influences transnational organizations (such as Triple Entente, Triple Alliance, OPEC, EEC, OAS, Warsaw Pact, SEATO, etc.) have had on the forces of nationalism and vice versa. (5c)
1.90 Analyze the interdependencies of an independent nation (i.e., the political, economic, social, cultural, military, ecological and technological networks which link one nation with another). (5d)